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ABSTRACT

Some procedures, costs, and results of the Pilot Special Events Child Development Programs in Minneapolis and St. Paul in 1971 and 1972 are reviewed. The program was designed to provide an innovative and stimulating experience for the children of parents attending a political conference. A chapter describing equipment needed includes toys for specific age groups, large equipment, office, first aid, and miscellaneous supplies, and activity supplies. Some art activities for young children are detailed along with a possible workshop for 6-12-year-olds and interest areas for special events child development programs. Sample programs and minimum State standards are given for food. Two organizational outlines are presented for in-center special events child development programs, including schedules and cost analyses, and an out-of-center special events child development program is similarly described. Evaluations and recommendations are included, as well as photographs and press releases, data on State standards, and other information. (LH)

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# PROCEDURES, COSTS & RESULTS

# OF THE PILOT

# SPECIAL EVENTS CHILD DEVELOPMENT PROGRAMS

# MINNEAPOLIS & ST. PAUL, MINNESOTA

# 1971 and 1972

PS 006087

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Ms. Fass originated the special events concept, and initiated the pilot programs working on all aspects of the SECD program, from the beginning stages of program development to the final stages of evaluation.

Her genuine concern for the young child's right to superior child development opportunities as well as her drive and involvement have contributed greatly to children's and parents' rights state-wide.

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A. Background

On November 20, 1971, the first Special Events Child Development Pilot Program took place at Building Block Nursery School and Day Care Center, 2025 W. Skillman in Roseville. The program was commissioned by the Minnesota Women's Political Caucus, was coordinated by the Greater Minneapolis Day Care Association, and was planned and implemented by the staff of Building Block Nursery School.

The Pilot Special Events Child Development program was designed to provide an innovative and stimulating experience for the children of parents attending the MWPC Conference.

An equally important reason for the Pilot Special Events Child Development program was to free parents for the day so they might contribute to the political process.

Dr. Phyllis Kahn, one of the coordinators of the MWPC Conference stated:

"In order for women to actively participate in the political process they must have access to quality child care. Planners of the conference have emphasized its openness and our desire for the participation of all. This child care program is most essential to implement that policy."

Gregory L. Coler, Executive Director of Greater Minneapolis Day Care Association, said:

"Children can also benefit from a one day special experience. It is important for children to have an opportunity to share in a real learning experience and not be merely set aside for the day."

Diane Fass, MWPC Conference and Child Care Coordinator, emphasized the need for data on Special Events Child Development Programs, pointing out that child care is either completely dismissed in convention planning, or at best, is an afterthought.

Two other Special Events Child Development Pilot programs followed in January and March, 1972. The third program was tested in an hotel environment and provided valuable data on the feasibility of "mobile child development" programs.

The results of these pilot Special Events Child Development Programs are recorded in this report and emphasize:

costs,

procedures, and

suggested programs for infants through 12-year-olds.

B. Introduction

A Special Event Child Development Program is child care established for a group of children whose parents are meeting for business, political or social reasons and have made the decision to make professional group arrangements for the care of their children.

Beyond this, however, Special Events Child Development Programs present a developmental curriculum and series of activities comparable at the child's age level to an informative adult convention or workshop.

Innovative activities and experiences most children have not been exposed to previously are presented at Special Events Programs in an effort to develop the child on a short term basis similar to the way an adult is devloped at a workshop.

Special Events Child Development Programs may be conducted within an existing day care center (in-Center) or may be set up at the site of the adult convention (out-Center).

The advantages of having the children within the same facility as the adult program are:

1. No transportation problems
2. Parents may drop in and visit with children as they wish during the day.
3. Interested persons are exposed to quality child development. They, in turn, spread the good word.

Disadvantages of setting up child care in an outside facility are:

1. Finding facilities that physically meet children's needs, i.e., sufficient number of toilets, kitchen and refrigerator accommodations, proper room size, adequate lighting, etc.
2. Moving child development equipment and supplies to outside facility, i.e., cribs, toys, child-size tables, chairs, etc.

Costs for both in- and out-facility child development programs run more than the average daily quality child care program ($5-$8 per pre-school child per day).

A special event program costs between approximately $8-$16 per child per day, the lower estimate being for a special event program of a 2 or 3-day duration and the higher figure for a one-day program.

Extra financial outlay for the special event program includes planning and preparation time, transportation of equipment and supplies, insurance, "special" arts, crafts, and science materials, field trip admissions, rental of some special equipment. Also, additional staff members are required for a group of children in new surroundings and not accustomed to a specific routine. Additional staff is also required to give special attention to infants and toddlers. Other costs include facility rental, literature handouts, directional signs, registration forms and postage for mail-outs.

If the child care program is conducted in a hotel or public building, food will, no doubt, have to be catered in. This can produce a staggering bill.

All in all, the Special Events Child Development Program is costly, takes much time in planning and preparation, and requires a professional staff who work in child development regularly.

An informal analysis of the program by parents whose children attended the program termed the Special Events Child Development Program innovative and essential if parents are to participate in extra curricular activities with the knowledge that their children are being developed as well as "cared for".

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When using a day care center for the Special Events Child Development Program, much of the following equipment will already be available. However, establishing the SECD program in an hotel, commercial building or cenvention center proves to be a real test of the Special Event director's creativity and resourcefulness.

If the Special Events program is conducted in a day care center, the center's outdoor playground will be available for outdoor play. However, if the program is in another facility, the director must look for other large muscle areas, such as: nearby city parks or wild life areas,swimming and wading pools inside the hotel building, aquariums or indoor gardens in commercial buildings to walk to and see, and city field trips.

The following is a list of toys, equipment, interest areas, supplies and workshops, appropriate for various age groups attending a Special Events program.

A. Toys For Special Events Child Development Programs

Under 18 Months

Rattles of different sizes, shapes, tones
Squeaky animals and dolls
Soft wooly animals and dolls
Exercise crib toys
Floating toys
Strings of big beads and snap beads
Small blocks
Nested boxes, beakers and cups
Books with pictures, rhymes, jingles
Records with light, rhythmic music
Bright colored balloons*
Nursery Mobiles*
Push-pull toys
Animals on wheels
Small light doll carriage
Dolls that child can handle easily
Small light wagon
Simple take-apart toys
Simple musical toys
Clothe books
Busy box

18 Months to 3 Years

NOTE: Many of the above toys will still be of interest.

Stick horse
Tricycles
Trucks big enough to straddle
Small low gym and slide
Balls - big and little - balloons
Inflatable figures
Sand box and sand toys
Play table and chairs
Dishes and cooking utensils
Play furniture - child-size - stove, bed,
chest of drawers, etc.
Telephone, books, records
Laundry and cleaning outfits
Dress-up clothes
Dolls and doll furniture*
Stuffed animals
Many take-apart and put-together toys*
Puzzles with few pieces*
Dough, clay*
Finger paints and easel paints

18 Months to 3 Years (continued)

Crayons, chalk, blackboard*
Musical toys
Blocks in varied sizes and shapes
Hobby horse*
Water toys, pounding toys
Cloth books
Manipulative toys

3 Years to 6 Years

NOTE: As before, many of the toys previously mentioned will still be suitable.

Additional dress-up clothes
Doctor and Nurse kits*
Hand puppets
Greater variety of dolls and stuffed animals
Additional housekeeping toys
Store-keeping toys, including scales, cash register, telephone
Peg boards
More blocks for larger buildings
Counting frame
Set of farm animals and equipment
Village sets
Small trucks, autos, planes, doll family
Trains, small and large
Greater variety of large trucks
Easy construction sets
Puzzles with more pieces and shapes
Larger tricycle, wagon and doll carriage
Molded plastic wheelbarrow
Slide
Simple carpentry tools and sturdy work bench*
Picture books

6 Years to 9 Years

NOTE: Continue to use the toys from previous groups that still hold interest.

Beginner reading books
More housekeeping toys - Add ones that "really do"
More doll accessories
Doll house and furniture and small dolls
Paper doll sets
More items for store play
Masks and Joker items

6 Years to 9 Years (continued)

Toy Typewriter
Simple word and number games
Jump rope, marbles, tops
Games calling for simple skills
Simple gym apparatus
More difficult puzzles
Harder construction sets
More carpentry tools
Simple sewing and embroidery sets
Newspaper printing sets
Cards
Flash cards
Simple weaving materials and equipment
Dominoes, lotto
Interlocking building blocks in addition to those previously mentioned
Good grooming kits*

9 Years to 12 Years

NOTE: Many of the toys named for 6 to 9 years are still suitable and some from other groups. Use them as long as they hold interest.

Books
Handicraft sets of all kinds
Model kits for boats, airplanes, bird houses, cars
Space toys
Hobby kits
Sound effect sets
Make-up and good grooming kits ( )
Card games and board games -- anagrams, lotto, dominoes, checkers, chess
More intricate construction sets*
Character dolls, in addition to others
Jig-saw puzzles
Sculpturing materials in addition to clay, plastics, wax, etc.
Marionettes
Science toys
Magic sets

B. Larger Equipment for Special Events Child Development Program

Under 18 Months

Changing table
Bassinette
Jump seats
Cribs
Mesh playpen
Highchairs
Swing seat
Refrigeration unit
Potty chairs

18 Months to 3 Years

Tables and chairs
Folding storage unit/bookcase
Record player
Plastic slide
Plastic rocking turtle and other lightweight large muscle equipment
Room dividers
Piano
Sleeping cots
Easels

3 Years to 6 Years

Tables and chairs
Piano
Television
Show 'n Tell machine
Large molded plastic equipment
Folding storage unit/bookcase
Burlap art project pockets
Sleeping cots
Easels
Doll house divider

6 Years to 12 Years

Table and chairs
Blackboards
Felt boards
Piano and other instruments
Video tape equipment
Television
Folding storage unit/bookcase
Burlap art project pockets
Easels

## Equipment and Supplies Obtainable in the Community

### From Individual Families

Useful children's clothing
underwear, socks, extra shirts, boots, mittens, hats, trousers

Useful adult's clothing
men's old shirts - for painting smocks

for dressups - ladies' dresses, hats, shoes, scarves, skirts, crinolines, jewelry
men's ties, pants, shirts, hats, shoes, vests

Toys
tricycles, wagons, scooters

table toys, such as: tinker toys, Lincoln Logs, Lego bricks, puzzles

balls, blocks, dolls, doll clothes, child's tables and chairs

Miscellaneous
crayons, fabric scraps, orange juice cans--especially useful with snap-on lids, coffee cans, thread spools, yarn
books
boxes

### From Scout, Other Groups

picture collections
books
beanbags
cookies, biscuits, muffins
canned food collections

### From Adult Service or Church Groups

Women
collections of items in "individual family" category
hand-made doll clothes
cot sheets
cookies, muffins, etc.

Men
outdoor equipment
shelving and small platforms

Senior Citizens Groups
cot sheets
doll clothes
smocks for art activities

Paint Stores:

Sample paint chips or cards (can be used for various color-matching or ordering games)

Out-of-date wallpaper sample books (for collage, other construction projects, place mats)

Damaged or old paint brushes (especially good for outdoor water "painting")

Shoe Repair Stores:

Pieces of leather

Fabric Stores:

Remnants (can be purchased inexpensively if they won't give them away)

Odds and ends like bits of ric-rac, felt, buttons, ribbon

Florists:

Odds and ends of ribbons, net, etc. Pieces of styrofoam. Wire, old flower pots or maybe even seeds or little plants for a planting project.

Liquor Store:

Sturdy cartons (good for building)

Furniture and Appliance Stores:

Large cartons (good for playing house or building)

Packing materials such as styrofoam, foam rubber, crinkly plastic sheets

Old and broken small appliances such as clocks, motors, mixers, etc. (mechanical boys like to take these apart and try to re-assemble them)

Telephone Company

Old telephones
Telephone wire
Wire spools

Supermarket:

Mushroom baskets, tomato baskets, maybe even wooden boxes or crates (the latter good for building or may be taken apart by teacher for use in woodworking; the former useful for storing small toys or equipment)

Supermarket - cont.

Packing materials of various kinds (collage, construction)

Styrofoam meat containers (use as bases for collage and other construction)

Old greens and fruits for your center animals

Large colorful display materials such as giant paper fruits, pictures of vegetables, advertising balloons. If you ask in time, they may give these to you when the particular promotion campaign is over.

Photographer - scraps of cardboard from mats

Lumber yard:

Usually has bins of scrap wood which is free or very inexpensive
Cork
Sawdust (did you ever think of using this instead of sand? Mixed with water, it makes a moldable construction material)
Formica chips

Newspaper:

Odds and ends of paper, particularly if they do job printing

Newsprint that's yellowed and frayed around the edges and can't be used by the newspaper

Industry:

Depending on what is made, you may find all kinds of useful materials - e.g., a paper mill may have scraps of paper; chemical plants often have fiber drums of various sizes in which chemicals have been shipped (use for storage, building, drums); a plastics plant has fascinating bits and pieces of colored plastic; many concerns have used computer paper (use it for drawing).

Keep your eyes and ears open! Treasures abound, if you go out and look and are not afraid to ask.

C. Office, First Aid and Miscellaneous Supplies for Special Events Child Development Programs

Pens, pencils, papers
Stapler
Identification tags
Waste baskets
First aid kit
Pampers
Towels, wash clothes

D. Supplies for Special Events Child Development Programs

Suggested Supplies

Arts and Crafts

a) Paper -
- newspaper (for easel painting)
- used mimeo paper
- IBM cards
- computer print-out paper
- manila drawing paper
- construction paper of various sizes and colors
- finger painting paper (butcher paper is an adequate substitute)
- corrugated paper, crepe paper, shiny metallic paper, tissue paper ) nice to have in various colors for collage

b) Paint -
- tempera paint (powder paint is cheaper, but the colors are less vivid and it tends to drip)
- finger paint (can be made by staff)
- water colors (if you have 5's or older)

c) Easels - At least two double easels so children can paint together - and brushes. There should be one brush for each color. The 3/4" or 1" large easel brushes are popular sizes. Don't forget to protect the floor before the painting starts!

d) Smocks or Aprons - (Children can be encouraged to provide their own. Simple aprons can be made of oil cloth or plastic with binding and velcro fastening, for an approximate cost of 70¢ per apron.)

e) Plastic cups, baby food jars, orange juice cans, ("Awake" cans with snap-on lids are good!), muffin tins - any of these will serve as containers for paints.

f) Clay - the moist clay is much more satisfactory to work with than plasticine and will harden into a finished product which can be painted, but it requires more care by the staff (storing in covered, moist container). Plastic garbage pails or diaper pails work very well for clay storage.

g) Yarn, cotton, pipecleaners, glitter, string, wall paper, gummed paper, macaroni, cork, bottle caps, toothpicks, straws, cereal, seeds - all are nice to have for construction and collage.

h) Paste and white glue (white glue sticks better but is considerably more expensive; however, it is wise to have some on hand for special projects) popsicle sticks and paste brushes

i) Scissors (have some for left-handers too, and don't let them become too dull - it's very frustrating to children.) Also make or purchase racks for scissors so they will not become dull by hanging together in a box.

j) Old magazines for cutting

k) Odds and ends of cloth of all kinds, ric-rac, braid, and any other materials, such as sandpaper, rug samples, small sea shells, and cellophane that have different kinds of "feels."

l) Flour and salt to make play dough

m) Liquid starch - for use as finger paint (with powder paint shaken on for color; for starch painting - odd shapes of tissue paper will stick to paper when starch is "painted" over them; for thickening powder paint.

n) Boxes of various sizes and shapes for construction with paste

o) Staples

p) Large blunt needles for "sewing"

You can save many things from around the house to use in collage and construction. Here are some: egg cartons, sour cream or yogurt containers, buttons, shiny candy wrappers, the corrugated paper strips found between some kinds of store cookies, greeting cards.

Other Art Materials

paper punches
cookie cutters - for clay or playdough
pencils
Tide - for soap finger paint and easy cleanup of tempera
coat hangers
milk cartons - for baskets, construction, blocks
blackboards

Other Activities

stringing straws or macaroni - may use telephone wire
straw painting - need straws
string painting - need yarn or string
crayon resist - need crayons
chalk painting and drawing - need chalk, dark paper for use with light chalk
spatter painting - cigar boxes, toothbrushes, scraps of screen
splatter painting - rectangles of plate glass
sponge painting - snap clothes pins and sponge or plastic foam scraps

Cooking

a) mixing bowls
b) egg beaters
c) large spoons
d) measuring cups and spoons
e) pyrex pans for jello, etc. (or individual molds)
f) saucepans
g) cupcake pans, cookie sheets
h) strainers or sifters

Water Play

a) plastic tubs, wading pool, or dish pans are fine if sinks or water table are unavailable
b) strainers
c) used detergent and other plastic squeeze bottles
d) measuring cups and spoons (used for cooking also - you
e) egg beaters don't need two sets!)
f) straws
g) bubble pipes
h) boats that float
i) rubber doll
j) doll clothes that can be washed
k) sponges (both for use in water play itself, and clean up)
l) aprons
m) corks
n) pebbles
o) soap
p) food coloring
q) basters
r) medicine droppers
s) pieces of rubber or plastic tubing
t) funnels

Blocks

a) a large set (or several sets depending on group size) of unit blocks
b) wooden hollow blocks )
c) cardboard block busters) you may not have room for both
d) sponge blocks (for older infants and toddlers)
e) accessories such as wooden or rubber animals and people, small boats, trains, cars and trucks, pieces of string, rubber tubing (fire hoses), again, use your imagination!
f) large "ride 'em" trucks and cars are nice if there is space

Doll Area

a) dolls and clothes
b) stove, refrigerator and sink are basic; table and chairs, doll beds, carriage, dish cupboard, bureaus are extra which can be added (most of these can be made out of large, sturdy cartons or by woodworking daddies). The wood equipment is best because it does not acquire sharp corners with use. Also, it lasts much longer than metal or cardboard equipment.
c) standing mirrors
d) pots and pans
e) dishes
f) silverware)
g) tablecloth) nice, but not necessary
h) curtains
i) broom, mop, dustpan (child-size), and storage for them
j) dressup clothes (for both sexes) and accessories like pocketbooks, brief case, lunch box)
k) hand puppets
l) cash register
m) telephones
n) ironing board and iron
o) play food
p) empty food containers

Manipulative Toys

a) puzzles of varying difficulty (hopefully you have enough so some can be removed, others added during the year). A puzzle rack is handy for storage and organization. It is helpful to label the backs of the pieces of each puzzle so that they can easily be put back together by the teacher if necessary.
b) small "table" blocks
c) building materials like "Leggo," snap blocks, nuts and bolts, "Bill-Ding"
d) pegs and boards
e) large beads to string
f) sewing cards (for older groups; masonite cards more satisfactory than card board)
g) Lotto games of varying difficulty
h) rubber band boards (can easily be made by pounding nails into square of wood)

Manipulative Toys - cont.

i) stacking color pyramid, sets of graduated barrels and boxes
j) montessori form boards, graduated cylinders
k) number pegs and other number games

Science Area

a) color paddles
b) magnets
c) magnifying glass
d) materials for planting seeds, growing plants
e) classroom pet
f) materials to see what floats
g) scales
h) thermometer
i) clock and timer that rings
j) hourglass

Musical instruments (many of these can be made)

May use tape recorder if accompanist is frequently unavailable (ukelele, guitar, zither, piano)

Books - see book references in the Bibliography of this chapter. Also check in some of the equipment catalogues, such as "Childcraft."

Records

a) rhythm records especially needed if no one plays any musical instrument to accompany rhythms
b) story records (nice for an occasional change, but telling and reading stories always more meaningful)
c) resting and "quiet time" records (see record list in the Bibliography of this chapter.)

SOME ART ACTIVITIES FOR YOUNG CHILDREN

Finger Painting:

Method I:

½ Cup Linit Starch
1 1/3 cup boiling water
½ cup soap flakes (Ivory or Lux)
Paint, Vegetable Coloring, Show Card or Poster Paint
1 Tablespoon Glycerin

The starch is mixed with enough cold water to make a smooth paste. Boiling water is added, and the paste is cooked until glossy. The dry soap flakes are stirred in while the mixture is still warm. After it has cooled, glycerin is added and the mixture is poured into jars. The mixture can be kept for a week if it is covered with a damp cloth or a tight lid. Paint may be added to the entire mixture at one time, or it can be added as mixture is used.

Method II:

Liquid Starch
Powder Paint in Shakers

Method III:

8 Parts Water
1 Part Cornstarch
Coloring

Bring water to boil (color it slightly darker than desired paint.) Dissolve cornstarch in small amounts of warm water and then add gradually to boiling water, stirring constantly. Bring water to boil again. Paint will thicken slightly as it cools.

Method IV:

Cooked or Instant Pudding

Prepare pudding as if to eat at least one day in advance to enable it to set; children's hands will melt the pudding and make it come thinner.

Method V:

Frosting

For best results, prepare enough fluffy frosting from mix for immediate use. (The texture changes if it sets too long.) Use on slick surfaced paper.

Equipment

Finger Paint
Bowls (one for each color)
Spoons or Tongue Depressors (one for each color)
Sponge or Cloth in Bucket of Water (for cleaning up)
Formica-Topped or Oil Cloth-Covered Table

Finger Painting Paper or White Shelf Paper Cut into Pieces (Optional)
Tray of Water (if using paper) or sponge
Place to Dry Paintings (if using paper)

Procedure: Children put on aprons or smocks.
Preferable for children to stand to allow greater body movement and rhythm.
Child may take own paint or teacher may give it to him.
If paper is used, teacher should write name of child on dull side and wet paper for him, place on table, slick side up and smooth out wrinkles.
When painting is completed, child may be encouraged to help clean table, but do not force.
Child should wash hands immediately and then remove apron.

Soap Painting:

Equipment: Ivory Flakes or Lux Flakes, Tempera or Other Easel Paint.

Procedure: Beat equal portions of Flakes and water to make consistency of whipped cream.
Add paint and mix well.
a. May be used to splatter one side of paper, (manila and colored construction paper are best), fold in half, press, and open to give design.
b. May be used as finger paint.

Sponge Painting or Object Printing:

Materials: Sponge (small pieces) on Clothespins (spring type)
Tempera Paint on Several Layers of Cloth or Cotton Pad or paper towel
Paper ... manila, construction or newsprint

Procedure: Take sponge on clothesepin, press on pad and stamp design on paper.

Adaptations: (other "stamps")
String
Wad of newspaper ... mottled effect
Wooden blocks ... Variety of shapes and sizes
Spools ... Contours may be varied by cutting notches on edges. Potato or Apples ... cut in half, carve design with knife. Green Pepper Halves ... design should stand out. Brushes ... small fingernail or toothbrush ... gives streaked effect.
Corks

Chalk:

Method I:

Equipment: Paper Towels, Manila Paper, or Other Absorbent Paper
Colored Chalk
Pan of Water

Procedure: Write name on paper.
Dip paper in water, place on table, smooth out wrinkles. Using chalk, draw design on paper. (any way children want to do this is OK)
Remove and dry.

Method II:

Equipment: Manila or Other Absorbent Paper
Colored Chalk
Buttermilk

Procedure: Dip chalk in buttermilk and draw with damp chalk on dry paper.

Spatter Painting:

Materials: Old Toothbrush or Perfume Atomizer
Poster or Tempera Paint
Piece of Screen on Cigar Box Frame
Pattern or Design
Paper

Procedure: Place design on paper
Place screen over paper
Dip brush in paint and draw across screen or spary with atomizer.
Remove screen, and allow paint to dry

Salt Play Dough:

Method I: 2 Cups Flour
1 Cup Salt
½ Cup Water (try less)
1 Tablespoon Cooking Oil
Food Coloring to Desired Shade or
Liquid Paint

Mix flour and salt together into a pan. Mix coloring with water and add gradually to flour and salt mixture. Knead as you would bread dough until the mixture is smooth and easy to handle. When not in use, place mixture in a covered jar or plastic bag. Keep in a cool place.

## COLLAGE (Pasting and Construction)

Equipment:
- Scissors
- Staplers
- Paper punches
- Scotch tape
- Paper fasteners
- Paste or glue

Collage Materials: (things to paste on paper)

Textured Materials - these can be mostly salvage or scrap
- Fur scraps
- Velvet or corduroy
- Burlap or saking
- Corrugated paper and egg carton dividers
- Sandpaper
- Excelsior, paper grass
- Feathers (these can be bought by the pound at wholesale millinery shops)
- Cotton, absorbent
- Natural materials (bark, leaves, seed pods, dried moss, etc.)
- Pipe cleaner (colored pipe cleaners can be bought at Forests supply stores, department stores, and 10¢ store)
- Patterned materials - It is best to select abstract, all-over patterns to avoid children cutting out figures instead of using the material for the use of pattern.
- Patterned gift-wrapping papers
- Printed percales or other cloth
- Wall papers (sample books are often given away)
- Oil cloth

Transparent and semi-transparent materials:
- Net orange sacks, red and white onion sacks, green cabbage sacks (grocery stores) purple, yellow
- Lace scraps
- Organdy, nylon net, veiling and other sheer materials
- Colored tarletan (can be bought at Theatrical costume supply stores)
- Metal screening mesh wire etc., (hardware stores)
- Colored cellophanes
- Colored gelatines (can be bought at Theatrical costume supply stores)

Materials that sparkle and are shiny:
- Sequins (florists supply or 5 & 10 stores)
- Coinette ribbon (florists supply store)
- Christmas tinsel
- Aluminum foil (grocery store)
- Metallic paper (art supply stores or 5 & 10 cent stores, Christmas wrappings)

Method II: 2 Cups Flour
1 Cup Salt
½ Cup Water (try less)
Dry Tempera Paint

Mix flour and salt together into a pan. Mix dry paint with flour and salt. Add water, a little at a time. Mix well. Knead as you would bread dough, until mixture is smooth and easy to handle. When not in use, keep in covered jar or plastic bag. You may need to knead dough before using. If it becomes too sticky or moist, add flour and work until normal consistency is reached.

Cooked Dough:

½ Cup Flour
½ Cup Cornstarch
2 Cups Boiling Water
½ Cup Salt

Add salt to boiling water. Combine flour with moistened cornstarch. Pour hot mixture into cold. Put over hot water and cook until glossy. Cool overnight. Knead in flour until right consistency, adding color with flour.

Cornstarch Dough:

2 Parts Cornstarch
4 Parts Salt
4 Parts Boiling Water

Mix cornstarch and salt. Add color if desired. Pour on boiling water, stir until soft and smooth. Place over heat until it forms a soft ball. If material crumbles, add a little boiling water. When using, hands may be dusted with cornstarch to prevent dough from sticking to fingers. Keep pliable by wrapping in waxed paper.

Craft Paste:
(yield 1½ C)

3/4 Cup Water
2 T. Light Karo Syrup
1 t. Vinegar
½ Cup Argo Cornstarch
3/4 Cup Water
¼ t. Oil of Wintergreen

Combine first three ingredients and bring to a rolling boil in a medium saucepan. Stir cornstarch and 3/4 Cup water until smooth and add to boiling syrup. Add oil of wintergreen and stir. Set for 24 hours.
(Keep Oil of Wintergreen away from children)

Shapes:

Buttons
Corks
Colored cellophane or plastic drinking straws
Styrofoam (snowballs-florists supply)
Bottle caps
Seeds
Leaves
Colored toothpicks
Tongue depressors and wooden applicators (drug store)
Colored cupcake cups (grocery store)

Colored string and wool
Heavy cotton rug yarn
Scrap sponge
Gummed stickers, stars, arrows, etc.

Paper:

Same as for painting
Cardboard (old shirt boards, tops of hosiery boxes, etc.)
Construction materials
Boxes (various sizes and shapes)
Paper bags
Newspapers

Possible Workshops for 6 to 12 Year Olds

| | |
|---|---|
| Dramatization workshop | using professional actors and audio and video equipment. |
| Planetarium workshop | including visit to planetarium and related activities in day care facility. |
| Music workshop | with musician. |
| Art workshop | using unusual art materials. |
| Body movement workshop | conducted by professional dancer. |

INTEREST AREAS FOR SPECIAL EVENTS

CHILD DEVELOPMENT PROGRAMS

Blocks - unit and hollow blocks, perhaps block busters. Near the block area are small people and animals, transportation toys, and appropriate props. The Block Corner should be away from the painting area (where children coming and going may knock over buildings) and also away from quiet zones because blocks are likely to be noisy. Be sure there is adequate space for building projects. To promote cooperative play, some teachers like the block area near the housekeeping corner.

Housekeeping - dolls, stove, sink, refrigerator, hutch, dress up clothes, doll bed, ironing board, standing mirror, telephones, house cleaning equipment, and other approved equipment should be included here. Children like the privacy afforded by low screens or shelves.

Art - near the source of water in the room for the convenience of all. Here we find easels as well as a table or two for clay, dough, cutting and pasting, and other art projects. This should be a place where spills and splashes don't matter, and can be easily cleaned up.

Water Play - If you're lucky and have enough space, the water table can be near the sink, but not so near that it will bother the painters. You may not be able to have water play every day, and on the days you do, the painting may need to be limited. Some teachers prefer water play outside, weather permitting. And if your room is small, you may simply arrange for a teacher to supervise the bathroom so water play can go on in there. You can also use a plastic baby bathtub or small plastic wading pool. They take less room and are cheaper.

Sand Table - Building is encouraged if this is near water. It should also be in a place where spilled sand can easily be cleaned up. Sawdust and cork chips also work in a sand table. If sprinkled with water, the mess is minimized.

Woodworking - This activity is noisy, requires close supervision, and it is often impossible to make it available every day. Because of the noise, a separate room is ideal. If this is impractical, put the workbench in as out-of-the-way a place as is possible. Remember, woodworking is frustrating to children if the tools are not real! Also be sure to use soft wood; pine is best, but avoid the knots.

Large-muscle Play - this may include hollow blocks, ride-'em cars and trucks, a rocking boat, and some indoor foldable climbing apparatus (assuming you have large-muscle equipment outdoors, too). Sometimes the weather prohibits outside play, and many children need large-muscle activity throughout their day. Therefore, if space permits, make some of this equipment available inside, in a place where other children won't be disturbed by climbers, fast riders and so on. If your room is just too small, is there an extra room or a hall available? If not, your best bet on "inside" days is to put away the blocks, the waterplay and art activities, and bring out the large-muscle toys for a given period of the day.

Table Activities - Two or three tables grouped around low shelves in an area removed from blocks and art make the most inviting spot for activities such as puzzles, manipulative toys, and games. Be sure that each toy or material has its own container and its own spot on the shelves - thus, children can easily be encouraged to help pick up.

Science - this center could be near the water area, or near the quieter areas of your room. Usually there's a table or shelf for things like magnets, magnifying glasses, and measuring instruments. The class pet may have his cage here. Often a few plants, some interesting rocks or shells, and a terrarium can be included in the science corner. Remember, the materials in this area, as in all the learning centers, need to be changed from time to time. A few interesting things at a time but plenty of variety, is a good policy.

# FOOD

Each of the three pilot Special Events Child Development Programs used a different type of food service, the results showing that food prepared by a children's cook at the day care center facility was not only more inexpensive, but was also much more appetizing.

A. The first SECD program contracted a local nursery school catering service to supply the main meal. The "Hot Entrees" came in aluminum dishes and like TV dinners were heated and served and completely disposable. The following variety of "Hot Entrees" were served and supplemented with milk, bread and butter, relishes, fresh fruit and cupcakes:

1. Hot dog sandwich
   Spaghetti-O's

2. Hamburger cubes
   Tater tots
   Peas

3. Cheeseburgers
   Tater tots

4. Chicken
   Peas and carrots

5. Fish stix
   Tater tots
   Peas

Snacks for the first program consisted of juice, student-made cookies and cupcakes, and unusual fruits.

Food costs for 50 children and 25 adults were $68.45.

B. The second SECD program used the regular children's cook at Building Block Nursery School. The following meal was served family style:

Hot dogs on buns

Homemade baked beans

Carrots and celery relishes

Cabbage salad with pineapple chunks

Milk

Chocolate cake

Snacks consisted of juice, student-made ice cream cone cupcakes and unusual fruits.

Food costs for 25 children and 6 adults was $25.00.

C. Meals for the third SECD program held at the Sheraton-Ritz Hotel were prepared by the Hotel Chef and consisted of the following:

Saturday

| | |
|---|---|
| A.M. Snack | Assorted juices, cookies, milk |
| Noon Luncheon | Hot dogs, french fries, relish, pickles, carrot and celery, quartered peanut butter and jelly sandwiches, milk |
| Afternoon Snack | Milk, cookies, ice cream cones (chef to deliver |

| | |
|---|---|
| Dinner | Jello salad, roast tom turkey, dressing and cranberries, whipped potatoes & gravy, peas and carrots, rolls and butter, milk, chocolate mousse |
| P.M. Snack | Milk |

Sunday

| | |
|---|---|
| A.M. Snack | Assorted juices, cookies, milk |
| Lunch | Fish sticks, french fries, tartar sauce, lemon wedge, carrots and celery sticks, Milk, quartered peanut butter and jelly sandwiches |
| Afternoon Snack | Cookies and milk |

The costs for this food and service for 28 children and 8 adults were over $107.06.

Although much time was spent with the hotel chef planning the contents and portions to be served the various age groups, the portions were gigantic (even by adult standards) and much of the food was too rich and spicy.

Clearly the most economical approach to menu planning and food preparation is the day care center children's cook. It most often would be the most suitable to children's needs also.

| | | |
|---|---|---|
| Mid-Morning or Mid-Afternoon Feeding: | 1/2 cup of milk or juice<br>A finger food, such as: | |
| | Popcorn, nuts, pretzels | Shoestring potatoes |
| | Raisin or other dried fruit | Muffins |
| | | Biscuits |
| | Cheese cubes | Bread and butter |
| | Meat cubes | 1/2 sandwich |
| | Prepared cereals | Crackers |
| | Hard cooked eggs | Chinese noodles |

AGE 6 UP TO 12: Double Age 3-6 portions

Because the November 20th S.E.C.D. program was a "first", preparation time consumed much of the Building Block Nursery School staff's energies.

Rooms were labeled, regular pre-school rooms were re-arranged to accommodate children coming into a program for the first time, the infant nursery wing was stocked with essentials for full day care (it is usually used on a part-time basis only), and two rooms adjacent to the gym were completely equipped with elementary age toys, games and interest areas.

High school and college students were contacted through the area's schools Home Ec or Family Development classes. Interested students met with the Director before the program and were given instructions as to their responsibilities, time schedule, etc.

Men volunteers from area day care centers comprised an important part of the staff and attracted much attention from local TV stations and newspapers, who liked the novelty of men caring for children, changing diapers, and burping babies, while women were politicking.

Because the Building Block staff has always consisted of men and women, it was not novel, but extremely helpful.

Most children were transported to the Center by their parents. However, children who had no transportation to the Center were transported from the conference to the day care center by volunteers. The children wore special tags to identify them as children to be returned early to the conference.

A large number of new children calls for extra identification procedures.

Registration desks were set up at both entrances for the pre-schoolers, and at the nursery wing for the infants, and in the elementary wing for 6 - 12 year olds.

Persons at the registration desks were familiarized with the center, and with intake procedures one-half hour before the children were to arrive.

While one person helped the parent fill out the registration form and three name tags, a second person helped the child put his coat away, put the name tag on the child, his coat, and on an art pouch in the hallway where the parent was told to look at the end of the day for his child's art papers and projects.

Children who were bused to the Building Block Center were tagged with yellow transparent cards, which they wore all day and later helped to quickly identify children to be transported back to their parents.

Preparations for the November 20th program could be summarized as follows:

-- Make formal proposal to group and sign agreement.
-- Meet with organization about needs.
-- Acquire insurance, staff and additional space.
-- Get volunteers to assist staff.
-- Meet with staff to coordinate and finalize individual curriculums for different age groups:

18 months and under

18 months - 36 months

3 - 4 year olds

4 - 5 year olds

elementary

-- order "mini entrees" from food caterer.

-- Insti-print curriculum, public relations releases, menu for parents, registration forms, field trip permission forms, emergency forms, floor plans of facility.

-- Notify doctor on call of program.

-- After receipt of registered children by mail, separate into age groups or teacher groups.

-- Prepare posters for day care entrance, publicity, and parents' information.

-- Prepare children's pockets (for art work) and coat areas.

-- Make bookings for films, records, slides, books, theatre groups, etc.

-- Set up rooms nut usually used by the pre-school program.

Donations were taken to help defray child care costs. However, parents were not required to pay for the service.

USE COLORS ON TAGS

MASKING TAPE FOR BOOTS ON SHELF

I N T A K E

1. Sign Registration Form.

2. Put child's name and room color on her/his indoor clothes, outdoor clothes, pocket on wall.

3. Take child to Red, Blue, Yellow Rooms, or direct to Infant's Nursery, or Elementary Level.

4. Have parent give any special directions on registration forms -- make duplicate for teacher.

(DON'T TAKE TRANSPORTATION TAGS OFF KIDS.)

SATURDAY, NOVEMBER 20th SCHEDULE

Elementary Age

| | |
|---|---|
| 8:00 - 8:30 | Greet Children and Parents |
| 8:30 - 10:00 | Free Choice of Activity<br>Playdough -- 4 colors, cookie cutters, rolling pins, easel painting -- 5 colors, red, blue, brown, yellow, green paper.<br>T.V.<br>Monopoly Game<br>Pin the Tail on the Donkey<br>Pick-Up Sticks<br>Printing Equipment -- letters, ink, paper.<br>Records -- Music Corner<br>Cardboard Rocket Ship<br>Paper Dolls<br>Science Corner |
| 10:00 - 10:15 | Snack |
| 10:15 - 10:45 | Cookie making-Chocolate Chip or free play |
| 10:45 - 11:45 | Gym Activity |
| 11:45 - 12:30 | Lunch |
| 12:30 - 2:00 | Quiet Period<br>Puppet Show<br>Books, Games<br>Painting |
| 2:00 - 4:00 | Free choice of activities:<br>Woodworking<br>Straw painting<br>String Painting<br>Gym Activity |

SPECIAL EVENTS PROGRAM

SATURDAY, NOVEMBER 20, 1971
4 and 5 year olds

| | |
|---|---|
| 8:00 - 9:00 | Set up room with following activities. Greet children as they come into room. Teachers talk with parents. Free Play - individual choice time: |
| | 1. Doll and Housekeeping Corner - Dress up clothes and dolls. |
| | 2. Library Table - Display books related to concepts and theme. |
| | 3. Blocks - Various sizes and shapes. |
| | 4. Manipulative Table - Puzzles, table toys, cutting supplies, etc. |
| | 5. Easel painting - Easels set up at all times. |
| | 6. Science Corner or Activities. |
| | 7. Visitors - animals, parents, etc. |
| | 8. Woodworking Corner. |
| | 9. Music Corner. |
| | 10. Special Corner - Store, flower shop, barber shop, etc. |
| | 11. Books - (Indian Books Predominantly Displayed) |
| | 12. Educational Manipulative Toys |
| 9:00 - 9:15 | Snack |
| 9:15 - 10:00 | Outside Play |
| 10:00 - 10:30 | Story - Flannel Board (Indians) |
| 10:30 - 11:00 | Woodworking - Indian Headbands, Indian Vests, Indian Beads |
| 11:00 - 11:30 | Piano - Indian Dancing, Indian Songs |
| 11:30 - 12:30 | Lunch |

| | |
|---|---|
| 12:30 - 2:00 | Nap |
| 2:00 - 3:00 | Puppet Show |
| 3:00 - 3:30 | Gym Activities |
| 3:30 - 4:00 | Free Play |

SATURDAY, NOVEMBER 20, 1971

3 and 4 year olds

| | |
|---|---|
| 8:00 | Children Arrive |
| 8:00 - 9:30 | Free choice of: |

1. Art Activities: easel painting, colors, scissors, construction paper, water paints, paste, planned art activity to follow weekly topic.
2. Doll & Housekeeping Corner
3. Library Corner
4. Table Activities: Playdough, puzzles, plastic blocks.
5. Manipulative Toys: Lincoln logs, blocks, Tinker toys, etc.
6. Water play
7. Science Corner
8. Gym Activity: large muscle play.
9. Woodworking: hammers, nails, wood, screws.

and the following:

Fingerpaints -
Material: White fingerpaint paper, red, blue and yellow fingerpaints. These can be mixed by children to make other colors.

Barber Shop -
Materials: Shaving cream, mirror, plastic razor, dish with water, towels, TV tray, or stand. Let children (boys and girls) one or two at a time, lather their faces and use plastic razors to "shave" it off.

Stringing Fruitloops -
Materials: Yarn, fruit loops, masking tape to put on end of yarn.

| | |
|---|---|
| 9:30 - 10:00 | Outside. |

| | |
|---|---|
| 10:00 - 10:15 | Snack and Story |
| 10:15 - 11:30 | Choice of activities above plus: |
| | Woodworking -<br>Materials: Wood, hammers, nails, screws, screw driver, sandpaper. |
| | Indian Headbands -<br>Materials: Long white bands, construction paper, paste, stapler. |
| 11:30 - 12:15 | Lunch - Bathroom - Prepare for Nap. |
| 12:15 - 2:30 | Nap Time. Music playing. |
| 2:30 - 3:15 | Free Choice:<br>Easel Painting, Finish Headbands from morning, woodworking, shaving (barber shop), stories - "The Monsters Nose Was Cold", "Curious George", "Kaboom". |
| 3:15 - 3:35 | Puppet Show. |

SATURDAY, NOVEMBER 20

18 months - 36 months

| | |
|---|---|
| 8:00 - 9:00 | Set up rooms for day -- including special equipment. Discuss plans for day with assistants. Greet children and parents as they enter room. |
| | Free Choice of Following: |
| | 1. Art Material<br>Easels, playdough, colors & paper. |
| | 2. Doll & Housekeeping Corner<br>Water play, dress-up, barber shop, beauty shop. |
| | 3. Library Table<br>Display of books related to weekly themes. |
| | 4. Science Table<br>Manipulative materials used in science-cooking. |
| | 5. Quiet Table<br>Puzzles and manipulative toys. |
| | 6. Block Corner<br>Blocks and Trucks. |
| | 7. Physical Development Center<br>Gross motor toys. |
| 9:00 - 9:40 | Storytime<br>Record, Book, Fingerplays<br>Bathroom break |
| 9:40 - 9:50 | Snack |
| 9:50 - 10:10 | Make Cookies |
| 10:10 - 10:30 | Gym |
| 10:30 - 11:00 | Finger Paint or Free Play |
| 11:00 - 11:30 | Rhythm Records or Free Play |
| 11:30 - 11:45 | Story |

| | |
|---|---|
| 11:45 - 12:05 | Lunch |
| 12:05 - 2:40 | Nap |
| 2:40 - 3:00 | Bathroom<br>Gym |
| 3:00 - 3:10 | Snack -- Cookies we baked. |
| 3:10 - 3:30 | String Spagettios. |
| 3:30 - 3:45 | Story |
| 3:45 - 3:55 | Bathroom Break |
| 3:55 - 4:05 | Clean-up |
| 4:05 - 4:30 | Free Play |

## LEARNING EXPERIENCES - 18 MONTHS AND UNDER

| | ACTIVITIES AND MATERIALS |
|---|---|
| 1. Language Development | 1. Looking at Picture Books<br>Reading Simple Stories.<br>Naming parts of Body.<br>Naming objects in Room. |
| 2. Small Muscle Development.<br>Eye-Hand Coordination.<br>Finger Dexterity. | 2. Puzzles<br>Building Blocks - Fisher-Price<br>Little House<br>Garage<br>Snap-together Animals<br>Rods & Blocks with Holes<br>Geometric Shapes Ball<br>Infants - grasping and dangling object |
| 3. Large Muscle Development. | 3. Tyke Bike<br>Rolling, Throwing & Catching Soft Balls<br>Singing Games - "Finger Plays" |
| 4. Self-Expression in Art and Music | 4. Play-Doh<br>Crayons and Paper<br>Singing:<br>"Head, Shoulders, Knees and Shoes"<br>"Itsy-Bitsy Spider"<br>"Two Little Blackbirds"<br>Rhythm Instruments & Clapping |
| 5. Development of Five Senses | 5. "Touch Box"<br>Color Matching<br>Mobiles |

COST ANALYSIS FOR
November 20, 1972

SPECIAL EVENTS CHILD DEVELOPMENT PROGRAM

| | | |
|---|---|---|
| A. | Salaries ..... | $250.00 |
| B. | Supplies ..... | 39.79 |
| C. | Food ..... | 68.45 |
| D. | Rentals ..... | 60.00 |
| E. | Administrative Costs ... | 51.76 |
| | TOTAL ..... | $470.00 |

A. SALARIES

| | | |
|---|---|---|
| 1. | Director ($3.30 per hour) - 9 hours ..... | $30.00 |
| 2. | Head Teacher ($2.44 per hour) - 9 hours .... | 22.00 |
| 3. | Teacher Margaret Rogers (Infants) ($2.00 per hour) - 9½ hours ..... | 19.00 |
| 4. | Teacher Nannette Ward (Infants) ($2.00 per hour) - 10 hours ..... | 20.00 |
| 5. | Teacher Trudy Kattner (Toddlers) ($2.50 per hour) - 11 hours ..... | 28.00 |
| 6. | Eugene Krenzer (Toddlers) $2.00 per hour - 10 hours ..... | 20.00 |
| 7. | Teacher Judy Harris (4 & 5 year olds) $2.25 per hour - 10 hours ..... | 22.50 |
| 8. | Teacher Loree Lonn (4 & 5 year olds) $2.00 per hour - 9 hours ..... | 18.00 |
| 9. | Teacher Dorene Peterson (Elementary) $2.25 per hour - 10 hours ..... | 22.50 |
| 10. | Teacher Linda Mick (Elementary) $2.00 per hour - 9 hours ..... | 18.00 |
| 11. | Janitor - $2.00 per hour - 10 hours ..... | 20.00 |
| 12. | Puppeteers - $5.00 each ..... | 10.00 |
| | TOTAL ..... | $250.00 |

Sixty children were pre-registered for the November caucus; and we were told that we might expect up to 90 or 100.

Minimum state standards require that no more than ten children (over age 3) be cared for by one adult in a day care situation. There must be one adult for every five children under three.

A. SALARIES (continued)

Number of children in each room category and required staff:

1. Infants - 9 children (required 2 teachers)

2. Toddlers - 9 children (required 2 teachers)

3. Three year olds - 10 children (required one teacher)

4. Four and five year olds - 12 children (required two teachers)

5. Elementary - 12 children (required two teachers)

B. SUPPLIES

Receipts show general supply purchases.

C. FOOD

Receipts show general food purchases.

D. RENTALS

1. $30.00 was donated to Bethany Baptist Church for use of the following rooms and equipment not rented by Building Block:

   Infant Playroom, Infant Nursery, Puppet Stage Room, Elementary Room.

2. $5.00 for puppet stage.

3. $25.00 for rental of Building Block space and equipment, including: kitchen, 3 pre-school rooms, office and reception room.

E. ADMINISTRATIVE COSTS

Preparation time was termed administrative costs. The meeting times below represent only the formal meetings and not individual teacher time in curriculum planning, etc.

Monday, November 15:

Mrs. Goff spent one hour with Ann, Diane and Phyllis planning procedures for special events day care.

Tuesday:

Six of the teachers from Building Block met with Mrs. Goff on Building Block time to plan procedures and program for the day. They met from 2:30 - 6:30 p.m.

Thursday:

Five teachers from Building Block met with Mrs. Goff to report plans for the day: 2:30 - 4:30 p.m.

Friday:

Eight Building Block staff members, including the janitor, worked to arrange classrooms and set up equipment for the Special Events program. Work began after the center closed at 6 p.m. and lasted until midnight for seven teachers.

Saturday Morning:

Orientation of the ten volunteers began at 7:00 a.m.

The second Special Events Child Development Program again took place at Building Block Nursery School and Day Care Center, 2025 W. Skillman, Roseville, on January 22, 1972. The program was commissioned by the Minnesota Women's Political Caucus for the second half of their November Conference. Greater Minneapolis Day Care Association again helped in coordinating efforts, and the program was again planned and implemented by the staff of Building Block Nursery School.

Preparations for the second SECD program were very similar to those of the first, minus the uncertainties. The staff cut preparation time down considerably and were much more relaxed for their second program than for the first.

The highlight of the January SECD program was the video tape television production staged by the 4-9 year olds. They learned to operate the cameras, mikes and other equipment, practiced two old tales, taped them, and played them back for their parents when they arrived for the children at the end of the day. Needless to say, they played the tapes over and over again all day.

Since the staff had the mechanics of SECD well developed, they had the opportunity to provide more innovative and more comfortable experiences for the children at the second program.

Preparation for the second program was very similar to the first:

- Make formal proposal to group and sign agreement.
- Meet with organization about needs.
- Acquire insurance, staff.
- Get volunteers to assist staff.

- Meet with staff to coordinate and finalize individual curriculums for different age groups:

  18 months and under
  18 months - 36 months
  3-4 year olds
  4-5 year olds
  elementary

- Meet with cook to plan menu and snacks.

- Insti-print curriculum, public relations releases, menu for parents, registration forms, field trip permission forms, floor plans of facility.
- Notify doctor on call of program.
- After receipt of registered children by mail, separate into age groups, or teacher groups.
- Prepare posters for day care entrance, publicity, and parents' information.
- Prepare children's pockets (for art work) and coat areas.
- Make bookings for films, records, slides, books, theatre groups, etc.
- Rent video tape equipment.

Identification procedures again called for special precautions:

Registration desks were set up at both entrances for the pre-schoolers, and at the nursery wing for the infants, and in the elementary wing for 6 - 12 year olds.

Persons at the registration desks were fam iliarized with the center, and with intake procedures one-half hour before the children were to arrive.

While one person helped the parent fill out the registration form and three name tags, a second person helped the child put his coat away, put the name tag on the child, his coat, and on an art pouch in the hallway where the parent was told to look at the end of the day for his child's art papers and projects.

Children who were bused to the Building Block Center were tagged with yellow transparent cards, which they were all day and later helped to quickly identify children to be transported back to their parents.

A note was attached to the January Conference day care registration form saying that child care costs averaged $5.00

per day per child (even though the actual special events costs per child are much more). Donations were requested on the registration form and at the day care intake desk by a MWPC member.

Saturday, January 22, 1972

ELEMENTARY AGE

8:00 - 10:20 - Greet Children and Parents
Free Play - Choice of Toys and Interest Areas
Farm Set, Astronaut Set,
Garage, Doll House, Books,
Jolly Blocks, Lincoln Logs,
Typewriter (ribbon),
Easel Painting,
Concentration Board, Felt Board,
Video Tape Equipment,
Art - hobbi-crafts,
Jig saw Puzzles,
Flash Cards,
Woodworking Corner,
Card Games, Lotto,
Science Corner,
Music-stereo Corner

10:20 - 10:45 Games or Free Play
"Where Oh Where Is _____"
Prop the Hurdle
Farmer in the Dell
Polaroid Picture of each Child

10:45 - 11:10 Cooking or Free Play
Make Cupcakes - Cake-mix, cupcake tins, bowl, and beater.

11:10 - 11:30 Gymnastics in Gym

11:30 - 11:45 Practice Video Tape, Tape it, (Skit).

11:45 - 12:15 Lunch

12:15 - 1:00 Records, Video Tape, Reading

2:30 - 3:30 Free Play - Art

3:30 - 4:00 Frost Cupcakes

4:00 - 5:30 Free Play

5:30 - Present Video Tape - Performing to Parents via T.V.

January 22, 1972

SATURDAY SCHEDULE
3 - 4 - 5 Year Olds

8:00 - 9:30 ACTIVITIES: Set up room with following activities. Greet children as they come into room. Teachers talk with parents. Free Play - Individual Choice Time:

1. Doll and housekeeping Corner - Dress up clothes and dolls.
2. Library Table - Display books related to concepts and theme.
3. Blocks - Various sizes and shapes.
4. Manipulative Table - Puzzles, table toys, cutting supplies, etc.
5. Easel painting - Easels set up at all times.
6. Science Corner or Activities.
7. Visitors - animals, parents, etc.
8. Woodworking Corner
9. Music Corner
10. Special Corner - Store, flower shop, barber shop, etc.
11. Easel Painting - "Draw Me" profiles, (Beauty Shop) and Barber Shop, Polaroid picture of each child.

9:30 - 10:00 Outside or gym, large muscle activities.

10:00 - 10:15 Snack and Story.

10:15 - 11:30 Free choice of above activities and Fingerpainting, Make and wear animal ears, Video Tape Experimentation, Short Group Time - Song "What is Your Name".

11:30 - 11:45 Prepare for Lunch.

11:45 - 12:15 Lunch.

12:15 - 1:30 Rest time with Music.

1:30 - 5:00 After nap, continue morning activities, stories, and special activities in gym, also string fruit loops.

Video tape practice and taping "Goldilocks and the Three Bears" and "Three Little Pigs".

5:00 Present Video Ski[illegible]o Parents.

## LEARNING EXPERIENCES - INFANTS & TODDLERS

### SATURDAY AND SUNDAY

| | ACTIVITIES & MATERIALS |
|---|---|
| 1. Language Development | 1. Looking at Picture Books<br>Reading Simple Stories.<br>Naming parts of Body.<br>Naming objects in Room. |
| 2. Small Muscle Development.<br><br>Eye-Hand Coordination<br><br>Finger Dexterity. | 2. Puzzles<br>Building Blocks - Fisher-Price<br>Little House<br>Garage<br>Snap-together Animals.<br>Rods & Blocks with Holes.<br>Geometric Shapes Wall<br>Infants-grasping a dangling object. |
| 3. Large Muscle Development. | 3. Tyke Bike.<br>Rolling, Throwing, & Catching<br>Soft Balls.<br>Singing Games - "Finger Plays". |
| 4. Self-Expression in Art and Music. | 4. Play-Doh<br>Crayons and Paper<br>Singing:<br>"Head, Shoulders, Knees, &Shoes"<br>"Itsy-Bitsy spider"<br>"Two Little Blackbirds"<br>Rhythm Instruments & Clapping. |
| 5. Development of Five Senses. | 5. "Touch Box"<br>Color Matching<br>Mobiles |

Cost Analysis for January 22, 1972

SPECIAL EVENTS CHILD DEVELOPMENT PROGRAM

| | | |
|---|---|---|
| A. | Salaries | $118.50 |
| B. | Food | 25.00 |
| C. | Supplies | 30.03 |
| D. | Rentals | 50.00 |
| E. | Administrative | 10.00 |
| F. | Service and Supply Contributions | 205.00 |
| | Total | $438.53 |
| | Minus Contributions | 205.00 |
| | Actual Total Cost | $233.53 |

A. Salaries

| | |
|---|---|
| Director (10 hours) | $ 30.00 |
| Head Teacher (10 hours) | 22.00 |
| Infant Teacher (5 hours) | 10.00 |
| Elementary Teacher (8 hours) | 18.00 |
| Pre-School Teacher (10 hours) | 22.50 |
| Janitor (8 hours) | 16.00 |
| | $118.60 |
| Inkind - 4 teachers (40 hours) | 80.00 |
| Total | $198.50 |
| Minus Contributions | 80.00 |
| Actual Total Cost | $118.50 |

B. Food

Receipts show general food puchases.

C. Supplies

| | |
|---|---|
| Inkind Contribution | $5 worth of art paper by Duffy Paper Co. |
| Regular Supplies | $7.03 |
| Regular Supplies | $23.00 |
| | +5.00 |
| Total | $35.03 |
| Minus Contributions | -5.00 |
| Actual Cost | $30.03 |

D. Rentals

| | |
|---|---|
| Regular | $25 for rental of 3 pre-school classrooms, kitchen, office, and all equipment. |
| Regular | $25 for rental of camera. |
| Inkind | $30 for rental of Infant Wing in Bethany Church. |
| Inkind | $100 for rental of video tape equipment. |
| Total | $180.00 |
| Minus Contributions | 130.00 |
| Actual Cost | $ 50.00 |

E. Administration

Minimal preparation costs of $10.00 added here.

The third Pilot Special Events Child Development Program was conducted at the Sheraton Ritz Hotel in downtown Minneapolis, in the same facility where the children's parents were meeting for a regional N.O.W. Conference.

The third SECD program was commissioned by the Minneapolis N.O.W. organization, was coordinated by N.O.W. committee members, and was planned and implemented by the staff of Building Block Nursery School and Day Care Center.

The real test of this program was to determine the problems and rewards of conducting a child care program in a building where parents were also meeting.

The "problems" seemed insurmountable. A blizzard compounded problems the night the day care staff and volunteers literally moved two entire day care centers into two suites on the fourth floor of the Sheraton Ritz. (child-size tables, chairs, storage units, doll house corners, woodworking benches, small toys, large toys, toys with a million tiny pieces -- all were moved.) But eventually, the sterile, masculine suite of rooms that smelled of stale cigars began to look like a day care center.

And when the first children arrived at 8 on Saturday morning, the child care facility looked so authentic parents thought the hotel had its own permanent day care center.

The positive enthusiastic response from both parents and observers was the real proof that the Sheraton Ritz Child Development Program was a success and worth the efforts of moving two centers to create another. (And, at the end of two days,

the suites smelled like baby powder and paste for the first time in Sheraton Ritz history.)

The S.E.C.D. program at the Sheraton Ritz was entitled the N.O.W. Children's Mini Conference. With the mechanics of special events programming now well mastered, Building Block staff developed innovative children's workshops in Art, Science, Music and a special dramatization workshop conducted by the Rabbit from "Alice in Wonderland". Films, homemade popcorn, field trips to the Science Museum and Planitarium were other highlights of the "mini" conference.

Another highlight of the program was a staff member's pet skunk, Flower. Many curious visitors came to the fourth floor just to see "the skunk".

The doors to the suites were kept open most of the conference time, welcoming parents and observers to come in anytime--and they did.

Identification procedures were similar to the previous S.E.C.D. programs.

Registration desks were set up at the suite entrances for the pre-schoolers, infants, and elementary age children.

Persons at the registration desks were familiarized with intake procedures one-half hour before the children were to arrive.

While one person helped the parent fill out the registration form and three name tags, a second person helped the child put his coat away, put the name tag on the child, his

coat, and on an art pouch in the hallway where the parent was told to look at the end of the day for his child's art papers and projects.

A certain amount of money from each N.O.W. Regional registrant's fee was allocated to help defray child care cost.

Pre-Conference preparation for the Sheraton Ritz S.E.C.D. program was more detailed than the previous programs in the day care center:

-- Assess space and determine equipment and material needs.
-- Make formal proposal to group and sign agreement.
-- Confer with hotel or facility management on space, rentals, emergency procedures.
-- Meet with organization about needs.
-- Acquire insurance, staff, and movers.
-- Arrange special needs, i.e.: expandable gates, high chairs, cribs.
-- Public Relations--develop gimmick like: "Children's Convention", "Kids' Conference" and approach media.
-- Get volunteers to assist staff.
-- Meet with staff to coordinate and finalize individual curriculums for different age groups:

18 months - 36 months - 18 months and under

3 - 4 year olds

4 - 5 year olds

elementary

-- Arrange field trips.

-- Meet with chef to plan menus and snacks.

-- Insti-Print curriculum, public relations releases, menu for parents, registration forms, field trip permission forms, floor plans of facility.

-- Notify doctor on call of program.

-- Arrange laundry needs.

-- After receipt of registered children by mail, separate into age groups, or teacher groups.

-- Prepare posters for day care entrance, publicity, parent information.

-- Prepare children's pockets (for art work) and coat area.

-- Make bookings for films, records, slides, books, theatre groups, etc.

-- The night-before preparation--transport equipment to day care facility and set up for immediate use in morning.

# Building Block



N.O.W. CHILDREN'S MINI-CONFERENCE

March 4th - 5th — Sheridan Ritz

The following schedules are very flexible and will be carried out as the children desire:

I. Elementary Age
II. Pre-Schoolers
III. Infants and Toddlers

## A

SATURDAY

I. Elementary Age

8:00 Children Arrive.
8:00 - 10:15 - Free choice of the following toys, art activities, interest areas, & games:

| | |
|---|---|
| Tinker toys | monopoly |
| Lincoln Logs | aggreviation |
| wooden blocks | printing set |
| car garage | cards |
| -light city | -cars & |
| farm set | portable tracks |

Art Choices

| | |
|---|---|
| Colors | -Plaster of Paris |
| construction paper | -Material Scraps |
| scissors | paste |
| Esal paints | water colors |

Play dough-rolling pins-cookie cutters.
Woodworking - wood, hammers, nails, screws, sandpaper.

10:15 - 10:30 Snack (see menu)
10:30 - 11:00 Planitarium-Minneapolis Public Library
11:00 - 11:45 Planitarium Show - "The Age of Aquarius"
11:45 - 12:00 Preparation for Lunch.
12:00 - 12:30 Lunch (See Menu)
12:30 - 2:00 Free choice of activities listed above.
2:00 - 3:00 Library Visit
3:00 - 4:00 Science Museum
4:15 - 5:15 Free choice of above activities
5:15 Supper (See menu list.)
6:00 - 10:00 Movies (16 mm)(1) Niok (Elephant & Boy)
(2) Two Little Raccoons (3) Toys of Tomorrow,
(4) The Sea Adventure of Sandy, the Snail.
Popcorn Popping
Free Play
Surprises from Chef

SUNDAY

9:00 - 10:15 - Free Choice of Activities, Games, Books, etc.
Art Workshop.

10:15 - Snack

10:30 - 2:30 - Dramatization Workshop
Rabbit from "Alice In Wonderland" to direct N.O.W. Children's Production.

12:30 - Lunch Break

3:00 - 4:00 - Charlie Chaplin Comedy Series

4:00 - 5:00 - Free Choice of Activities.

I. Elementary Age
II. Pre-Schoolers
III. Infants and Toddlers

A

SATURDAY

I. Elementary Age

8:00 Children Arrive.
8:00 - 10:15 - Free choice of the following toys, art activities, interest areas, & games:

| | |
|---|---|
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| Lincoln Logs | aggreviation |
| wooden blocks | printing set |
| car garage | cards |
| -light city | -cars & |
| farm set | portable tracks |

Art Choices

| | |
|---|---|
| Colors | -Plaster of Paris |
| construction paper | -Material Scraps |
| scissors | paste |
| Esal paints | water colors |

Play dough-rolling pins-cookie cutters.
Woodworking - wood, hammers, nails, screws, sandpaper.
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10:30 - 11:00 Planitarium-Minneapolis Public Library
11:00 - 11:45 Planitarium Show - "The Age of Aquarius"
11:45 - 12:00 Preparation for Lunch.
12:00 - 12:30 Lunch (See Menu)
12:30 - 2:00 Free choice of activities listed above.
2:00 - 3:00 Library Visit
3:00 - 4:00 Science Museum
4:15 - 5:15 Free choice of above activities
5:15 Supper (See menu list.)
6:00 - 10:00 Movies (16 mm)(1) Niok (Elephant & Boy)
(2) Two Little Raccoons (3) Toys of Tomorrow,
(4) The Sea Adventure of Sandy, the Snail.
Popcorn Popping
Free Play
Surprise from Chef.

**OPTIONAL (All field trips will be supervised with one adult for each group of five children. All field trips are across the Mall in the Planitarium and Library Building. Permission forms required.)

SUNDAY

9:00 - 10:15 - Free Choice of Activities, Games, Books, etc.
Art Workshop.
10:15 - Snack
10:30 - 2:30 - Dramatization Workshop
Rabbit from "Alice In Wonderland" to direct N. O. W. Children's Production.
12:30 - Lunch Break
3:00 - 4:00 - Charlie Chaplin Comedy Series
4:00 - 5:00 - Free Choice of Activities.

N. O. W. CHILDREN'S MINI-CONFERENCE

March 4th - 5th

II. Pre-Schoolers

## SATURDAY

8:00 Children Arrive.

8:00-10:15 Free choice of the following toys & art activities:
Tinker toys, Lincoln Logs,
Wooden Blocks, Farm Set,
Cooking Workshop, Colors,
Fingerpaints, Easal paints,
Water colors,
Construction paper, scissors, paste
Playdough - rolling pins - cookie cutters
Stringing materials - yarn, fruitloops, straws.

10:15-10:30 Snack

10:30-10:50 Story-Record "Jack & the Bean Stalk"

10:50-11:45 Trip to Library & Museum for some (free play for others)

11:45-12:00 Preparation to Snack.

12:00-12:30 Lunch

12:

12:30- 2:30 - Nap - quiet activity - music -books

2:30-5:15 Free choice of above activities
Plus:
Water play - tub, pots, plastic bottles,
Beauty Shop-hair dryer, rollers, wigs, combs
Barber Shop - shaving cream, mirror, plastic razors, dish with water, towels
Woodworking - wood, hammers, nails, screws, sandpaper.
Science Workshop

5:15-5:30 Supper.

6:00 Bathroom Break.

6:15-6:45 Music (constructor)

6:45-7:00 Nursery Rhymes

7:00-7:45 - Free play, puzzles

7:45-8:15 - Peter & the Wolf

8:15 - Movies (See Elementary List)

8:45-10:00 Quiet time, naps or free play.

## SUNDAY

9:00 - 10:15 Free choice of activities, interest areas, etc.

10:15 Snack

10:30 - 2:30 Dramatization Workshop
Rabbit to direct N. O. W. Children's Production

12:30 Lunch Break
Bathroom time

1-2:30 Nap-Quiet Time

2:30-3:15 Peabody Language Development Workshop

3:15-3:30 Bathroom time.

3:30 - 4:00 Free Play.

4:00 - 4:30 Peter & Wolf

4:30 - 5:00 Free Play

art activities:
Tinker toys, Lincoln Logs,
Wooden Blocks, Farm Set,
Cooking Workshop, Colors,
Fingerpaints, Easal paints,
Water colors,
Construction paper, scissors, paste
Playdough - rolling pins - cookie cutters
Stringing materials - yarn, fruitloops, straws.

10:15-10:30 Snack

10:30-10:50 Story-Record "Jack & the Bean Stalk"

10:50-11:45 Trip to Library & Museum for some (free play for others)

11:45-12:00 Preparation to Snack.

12:00-12:30 Lunch
12:
12:30- 2:30 - Nap - quiet activity - music -books

2:30-5:15 Free choice of above activities
Plus:
Water play - tub, pots, plastic bottles,
Beauty Shop-hair dryer, rollers, wigs, combs
Barber Shop - shaving cream, mirror, plastic razors, dish with water, towels
Woodworking - wood, hammers, nails, screws, sandpaper.
Science Workshop

5:15-5:30 Supper.
6:00 Bathroom Break.
6:15-6:45 Music (constructor)
6:45-7:00 Nursery Rhymes

7:00-7:45 - Free play, puzzles
7:45-8:15 - Peter & the Wolf
8:15 - Movies (See Elementary List)
8:45-10:00 Quiet time, naps or free play.

etc.
10:15 Snack
10:30-2:30 Dramatization Workshop
Rabbit to direct N.O.W. Children's Production
12:30 Lunch Break
Bathroom time
1-2:30 Nap-Quiet Time
2:30-3:15 Peabody Language Development Workshop
3:15-3:30 Bathroom time.
3:30 - 4:00 Free Play.
4:00 - 4:30 Peter & Wolf
4:30 - 5:00 Free Play

Building Block NURSERY SCHOOL and DAY CARE CENTER



Professionally prepared by early childhood development specialists

## LEARNING EXPERIENCES - INFANTS & TODDLERS

### SATURDAY AND SUNDAY

| | ACTIVITIES & MATERIALS |
|---|---|
| 1. Language Development | 1. Looking at Picture Books<br>Reading Simple Stories.<br>Naming parts of Body.<br>Naming objects in Room. |
| 2. Small Muscle Development.<br><br>Eye-Hand Coordination<br><br>Finger Dexterity. | 2. Puzzles<br>Building Blocks - Fisher-Price<br>Little House<br>Garage<br>Snap-together Animals.<br>Rods & Blocks with Holes.<br>Geometric Shapes Ball<br>Infants-grasping a dangling object. |
| 3. Large Muscle Development. | 3. Tyke Bike.<br>Rolling, Throwing, & Catching<br>Soft Balls.<br>Singing Games - "Finger Plays". |
| 4. Self-Expression in Art and Music. | 4. Play-Doh<br>Crayons and Paper<br>Singing:<br>"Head, Shoulders, Knees, &Shoes"<br>"Itsy-Bitsy spider"<br>"Two Little Blackbirds"<br>Rhythm Instruments & Clapping. |

## N.O.W. CHILDREN'S MINI-MENUS

Saturday - March 4th

| | |
|---|---|
| A.M. Snack | Assorted Juices, Cookies, Milk. |
| Noon Luncheon | Hot dogs, french fries, relish, pickles, carrot & celery, quartered peanut butter and jelly sandwiches, milk. |
| Afternoon Snack | Milk, Cookies,*Ice Cream Cones*(Chef to deliver) |

| | |
|---|---|
| 2. Small Muscle Development.<br><br>Eye-Hand Coordination<br><br>Finger Dexterity. | 2. Puzzles<br>Building Blocks - Fisher-Price Little House Garage<br>Snap-together Animals.<br>Rods & Blocks with Holes.<br>Geometric Shapes Ball<br>Infants-grasping a dangling object. |
| 3. Large Muscle Development. | 3. Tyke Bike.<br>Rolling, Throwing, & Catching Soft Balls.<br>Singing Games - "Finger Plays". |
| 4. Self-Expression in Art and Music. | 4. Play-Doh<br>Crayons and Paper<br>Singing:<br>"Head, Shoulders, Knees, &Shoes"<br>"Itsy-Bitsy spider"<br>"Two Little Blackbirds"<br>Rhythm Instruments & Clapping. |

## N.O.W. CHILDREN'S MINI-MENUS

### Saturday - March 4th

| | |
|---|---|
| A. M. Snack | Assorted Juices, Cookies, Milk. |
| Noon Luncheon | Hot dogs, french fries, relish, pickles, carrot & celery, quartered peanut butter and jelly sandwiches, milk. |
| Afternoon Snack | Milk, Cookies,*Ice Cream Cones*(Chef to deliver) |
| Dinner | Jello Salad<br>Roast Tom Turkey<br>Dressing & Cranberries<br>Whipped Potatoes & Gravy<br>Peas and Carrots<br>Rolls and Butter<br>Milk - Chocolate Mousse |
| P. M. Snack | Homemade Popcorn, Cake, Milk. |

### Sunday - March 5th

| | |
|---|---|
| A. M. Snack | Assorted Juices, Cookies, Milk. |
| Lunch | Fish Sticks, French Fries, Tartar Sauce, Lemon Wedge, Carrots & Celery Sticks, Milk, Quartered Peanut Butter and Jelly Sandwiches. |
| P. M. Snack | Cookies and Milk. |

COST ANALYSIS FOR THE

SHERATON-RITZ

SPECIAL EVENTS CHILD DEVELOPMENT PROGRAM

March 3rd - 4th - 5th

1972

| | | |
|---|---|---|
| Salaries: | | |
| A. Paid ($2.25 each) | | $196.50 |
| *B. Volunteers ($2.00 each) | (approx.) | 144.00 |
| Facility Rentals | (approx.) | 100.00 |
| *Equipment Rentals | (approx.) | 100.00 |
| Food | | 107.00 |
| Supplies: | | |
| A. Bought | | 23.64 |
| *B. Contributed | (approx.) | 20.00 |
| Movers | | 2.00 |
| Field Trips: | | |
| A. Purchased | | 2.00 |
| *B. Contributed | | 4.00 |
| Advertising | | 20.96 |
| Insurance | | 75.00 |
| Total | | $795.16 |
| Contributions | | 268.00 |
| Actual Cost | | $527.16 |

*Contributed

The following written comments came from parents at the end of the Sheraton-Ritz Special Events Child Development Program on March 5th:

> I really cannot say enough about the wonderful care that my child had this weekend. The program was out of this world! John had a really terrific time. Thank you so much for showing the kind of quality day care that is possible.
>
> Julia Mackiewicz
> Orland Park, Illinois
> (5 year old boy)

> As a mother who brought a very reluctant 11-year-old to the Conference and left with a very enthusiastic one (the 8-year-old was enthusiastic all the way) -- I'd like to say the Child Development Program was GREAT!
>
> Jaci Schacht
> Minneapolis, Minnesota

I like:

1. planned activities for older children -- many women have children with a 10 year age span.
2. just having facilities open to age 12 is great.
3. male staff - good - the kids need it.
4. lack of TV viewing by kids -- this is great.
5. the time you were open (8 a.m. to 10 p.m.) makes

it possible to attend everything.

Jackie Hoenbeck
Minneapolis, Minnesota
(2½ year old girl)

One word describes it all . . . . "GREAT!"

Marjorie Schlekenz
Rock Island, Illinois
(11 mos. boy and 4 year old girl)

The Special Events Child Development Program for the N.O.W. Conference was a tremendous success, reflecting careful thought and effort in the planning and coordinating.

I feel that every conference should have this type of quality program for the participants' children.

The parents I met were very pleased and amazed at the thoroughness of the program and variety of activities.

Most of all, the children were delighted with the "Child's Mini Conference," and asked "Why is it over?"

Diane M. Foss
Minneapolis, Minnesota
(5 year old)

It is recommended that a notice be sent to local organizations informing them about special events in Child Development Programs, and telling them who to contact for further information.

It is recommended that a committee be formed to investigate the feasibility of raising money for the establishment of a permanent or mobile special events Child Development Program.

It is recommended that any day care center or out-of-center facility to be used for a special events Child Development Program have separate areas for the three general age groups: infants, preschoolers and elementary age.

It has also been suggested that the special events Child Development Program use older children as "helpers" for younger children with official badges and assignments between times when their activities are scheduled.

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# Building Block

## N.O.W. CHILDREN'S "MINI" CONFERENCE

Quality Child Care and interesting workshops are being provided for the N.O.W. Children, March 4th and 5th at the Sheridan Ritz, 4th Floor.

Children will participate in Art, Science, and Reading Workshops. A special workshop conducted by the Rabbit from "Alice in Wonderland" will direct the children through a mini nursery rhyme production of their own.

Films, homemade popcorn, Roast Tom Turkey, field trips to the Science Museum and Planitarium are other highlights of the "mini" conference.

Best of all, the children are having as much fun (or more) as their parents; and they are learning, too!

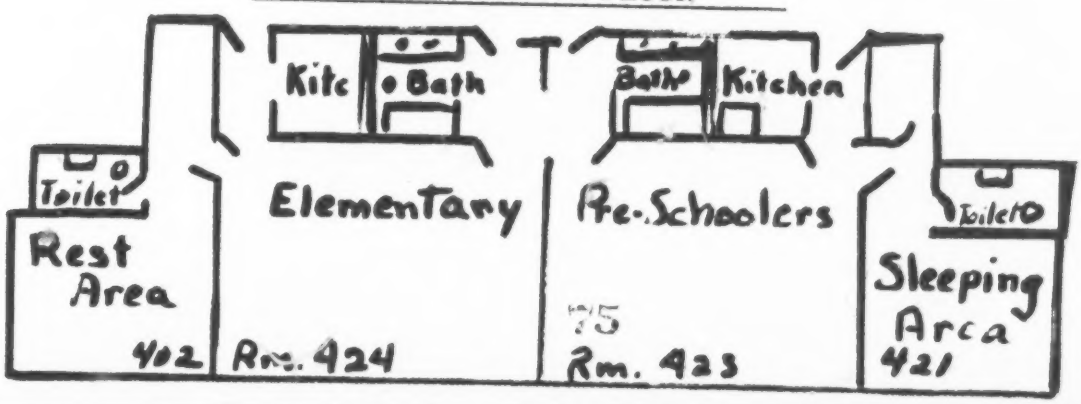
(Stop in sometime between your meetings and take a peek at all the action!)

### MINI CONFERENCE TIMES:

Saturday, March 4th, 8 a.m. - 10 p.m. Sunday, March 5th, 9 a.m. - 5 p.m.

AGES - Infants through 12 Years

### WE'RE ON THE 4TH FLOOR



FOR IMMEDIATE RELEASE

"A FIRST"

Contact: Ann Ellwood - G.M.D.C.A. : 332-5517
Donna Goff - Building Blocks: 631-1257

A "special events" day care program has been arranged for children of women attending the all day conference of the Minnesota Women's Political Caucus, Saturday November 20 at Augsburg.

The Greater Minneapolis Day Care Association is coordinating the program which will take place at Building Block Nursery School and Day Care Center at Skillman and Cleveland in Roseville. This innovative program will be provided for the day of the conference and will include care for children from infancy to age 12 or older who have been pre-registered.

Dr. Phyllis Kahn, a member of the organizing committee of M.W.P.C. and co-ordinator of the conference stated:

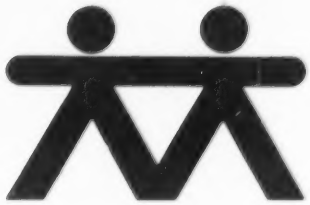
"In order for women to actively participate in the political process they must have access to quality child care. Planners of the conference have emphasized its openness and our desire for the participation of all. This child care program is most essential to implement that policy."

Gregory L. Coler, Executive Director of Greater Minneapolis Day Care Association said: "Children can also benefit from a one day special experience. It is important for children to have an opportunity to share in a real learning experience and not be merely set aside for the day."

Donna Goff, Director of Building Block said: "Activities planned for the day by child development specialists at the center include water and "messy" play for the youngest group, a puppet show and crafts for the middle group and games and dramatic play for the oldest. We're arranging for catered mini lunches and a sizeable supply of disposable diapers."

**Greater Minneapolis Day Care Association**
Gregory L. Coler, Executive Director 430 Oak Grove, Suite 110 Minneapolis, Minnesota 55403 612/332-5517/332-5518

-30- 76



Dear Parents:

Child care has been arranged for your child in order that you may participate in the Minnesota Women's Political Caucus Conference on January 22 at St. Paul Central High School.

Care will be provided by the Building Blocks Nursery School and Day Care on the corner of Cleveland and Skillman Avenues in Roseville. Directions are listed below. (OVER)

Care will be available for children (infants through 12 years) from 8 A.M. to 5:30 P.M. Lunch and snacks will be provided. (If your child has allergies or special food problems, please bring along his/her lunch labeled with tags.)

If your child needs a bottle, bring an adequate supply with each bottle individually labeled (with masking or adhesive tape) with his/her name.

The child should be adequately dressed for outdoor play. If appropriate, a change of clothes should be brought to the center in a labeled bag.

Four pediatricians are on call at the center in the event that emergency care is needed. To facilitate the registration of children, please fill out the enclosed card and bring it with you to the center.

You are not required to pay for child care service. Child Care costs average $5/day per child. Donations to pay for this special events child care day will be accepted at the center.

**********PLEASE BRING THIS FORM WITH YOUR CHILD**********

Donna Goff, Director, Building Blocks
Diane Fass, Conference Coordinator
Ann Ellwood, G.M.D.C.A.

Building Blocks: 612-631-1257

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SPECIAL EVENTS DAY CARE CENTER
REGISTRATION FORM

CHILD'S NAME:_____ AGE:_____ YRS. _____ MO.

ADDRESS:_____

PARENT'S NAME:_____ PHONE:_____

PARENT'S ADDRESS:_____

EMEREGENCY PHONES: PARENT PHONE:_____ PHYSICIAN PHONE:_____

OTHER PHONE:_____

ALLERGIES OR MEDICAL FINDING TO WATCH FOR:_____

_____

PARENT'S SIGNATURE:_____

**Greater Minneapolis Day Care Association**
Gregory L. Coler, Executive Director 430 Oak Grove, Suite 110 Minneapolis, Minnesota 55403 612/332-5517/332-5518

N.O.W. CHILDREN'S MINI-CONFERENCE

REGISTRATION

Child's Name _____ Age: Years_____ Months _____

Address _____

Parent's Name _____ Phone_____

Parent's Address _____

N.O.W. Conference Address _____ Phone _____ Room_____

Physician's Phone _____

Food Allergies or medical findings to watch for _____

_____

My child will attend the Child Care Program:
Saturday: Hours _____ Sunday: Hours _____

- - - -

YOU ARE INVITED TO OBSERVE

OUR DAY CARE PROGRAM

IN OPERATION, SATURDAY, JANUARY 22ND

ANYTIME BETWEEN 8 A. M. AND 5 P. M.

- - - - - - - - - - - - - - - - - - - - -

Building Block has been chosen as the model Day Care Program for the children of women attending the Second Minnesota Women's Political Caucus Saturday. This presents us with the opportunity to let you observe our staff and our facilities in action. Hope to see you then!!!!

CHILDREN WELCOMED!! REFRESHMENTS SERVED!!

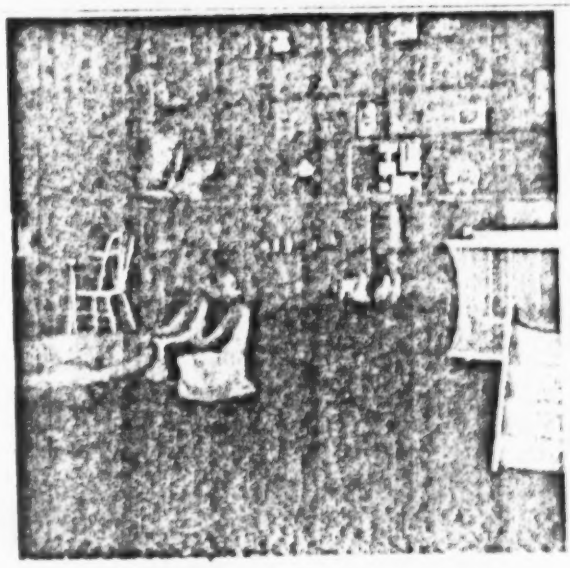
- - - - - - - - - - - - - - - - - - - - -

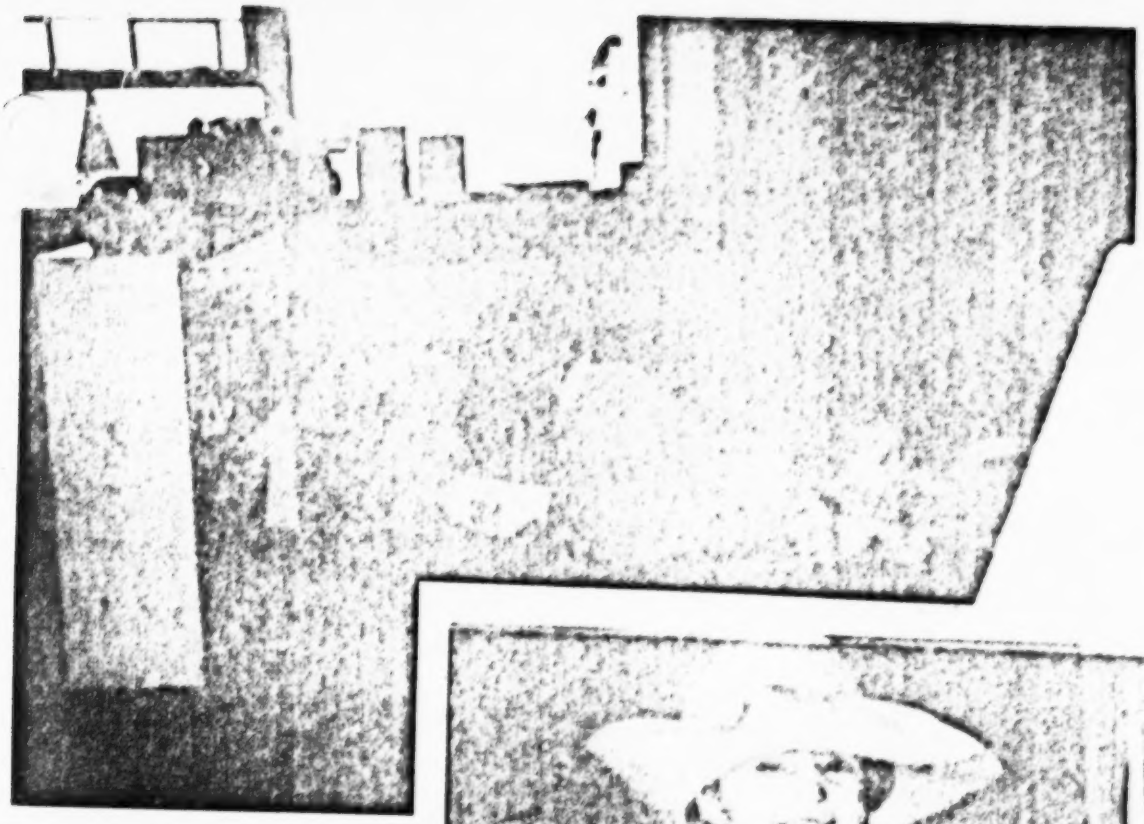
2025 West Skillman, Roseville
(Corner of Cleveland & Skillman) Telephone Number: 631-1257

- - - - - - - - - - - - - - - - - - - - -

INFANT WING:
Birth to 18 Months

Play room, crib room, intake room, infant tub, changing bar, child size toilet.





RED ROOM:
TODDLERS
$1\frac{1}{2}$ - - - - 3 yr. olds

Two large rooms divided by folding wall.

Arts, music, water play areas, small size sink, large slide, large doll house, animals.

BLUE ROOM

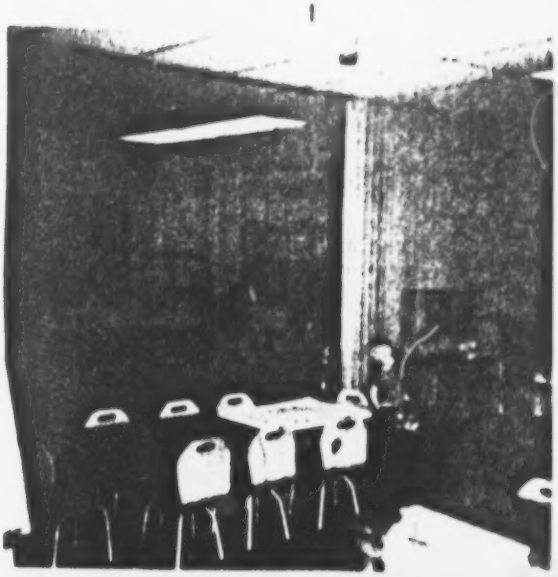
3 - 4 years old

Arts, dramatic play areas, barber shop, music, sensory and animals. Block activities.

YELLOW ROOM
4 and 5 year olds

Two large rooms divided by folding wall.

Art, music, science, animals, cooking equipment, dramatic play area, pre-reading corner, wood working bench.

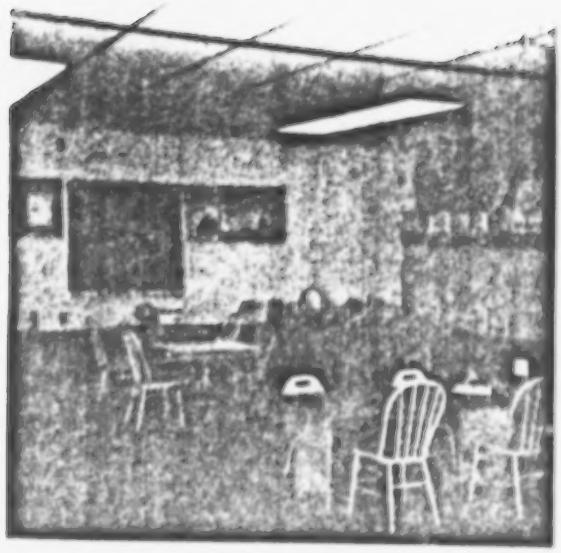


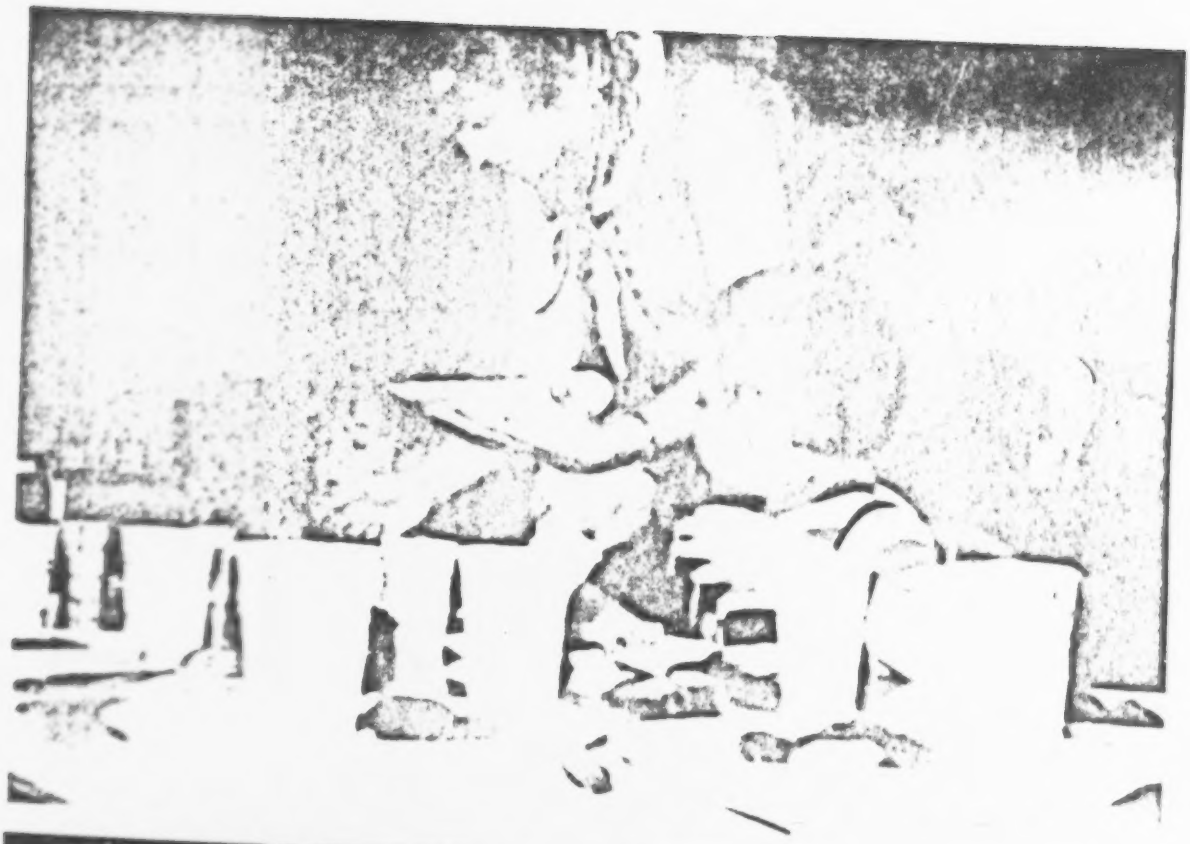
ELEMENTARY LEVEL

K-6

Two large rooms and hall next to gymnasium.

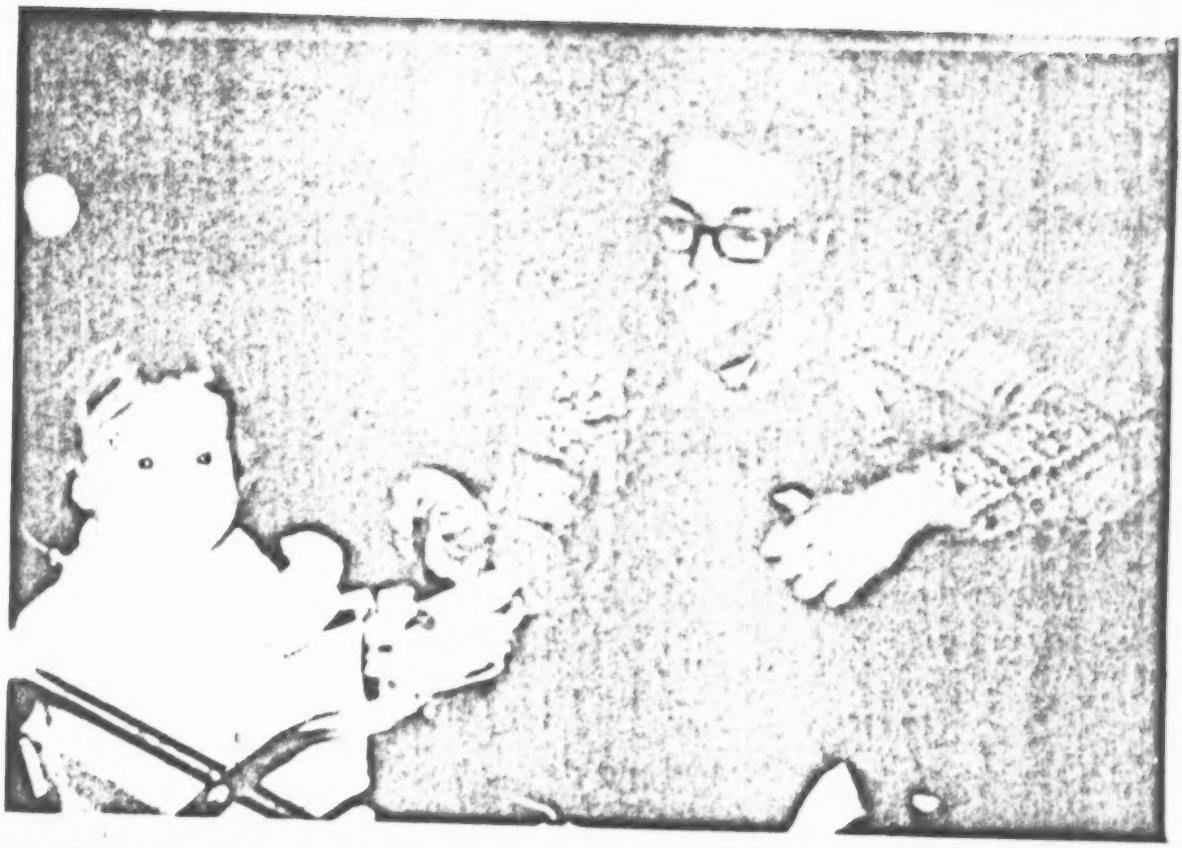
Art, science, game and card tables, newspaper printing press, stored equipment, reading corner box, rocket ship, woodworking bench.

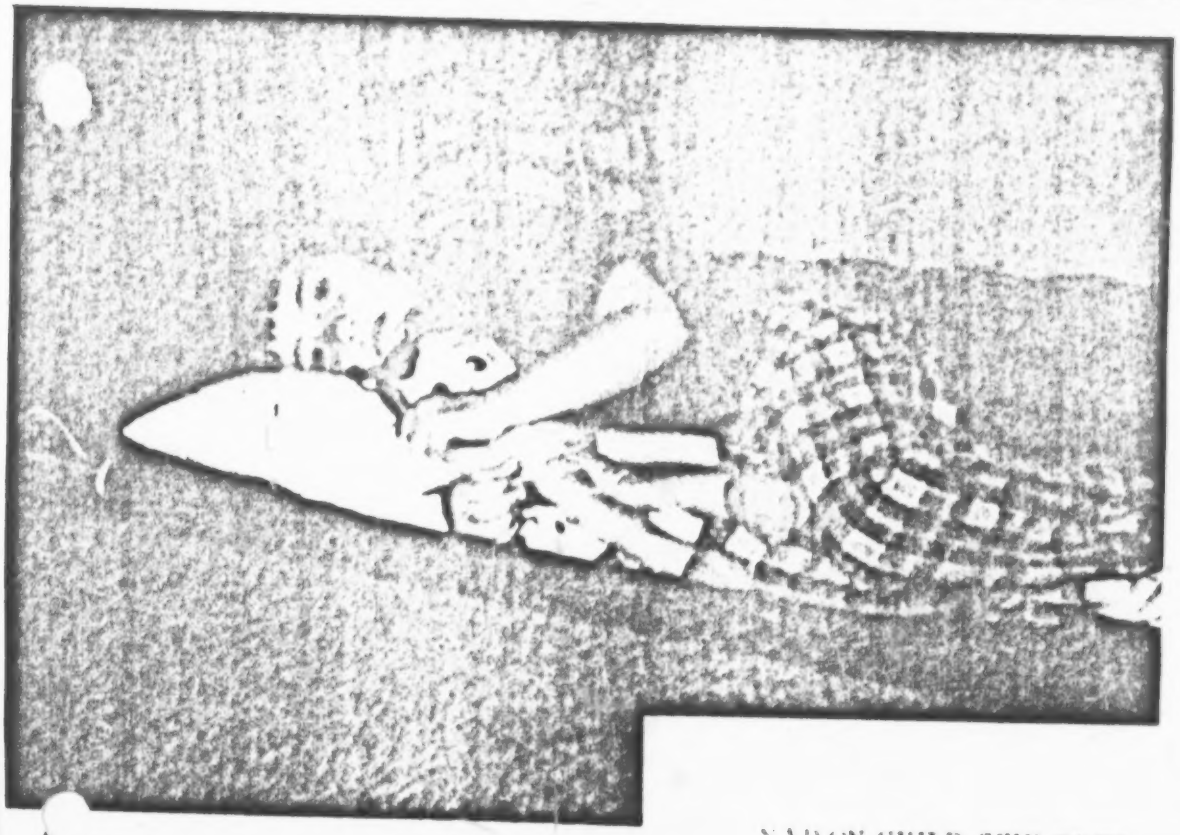




HOT ENTREES AT

LUNCH TIME





NAP ON CHILD-SIZE COTS

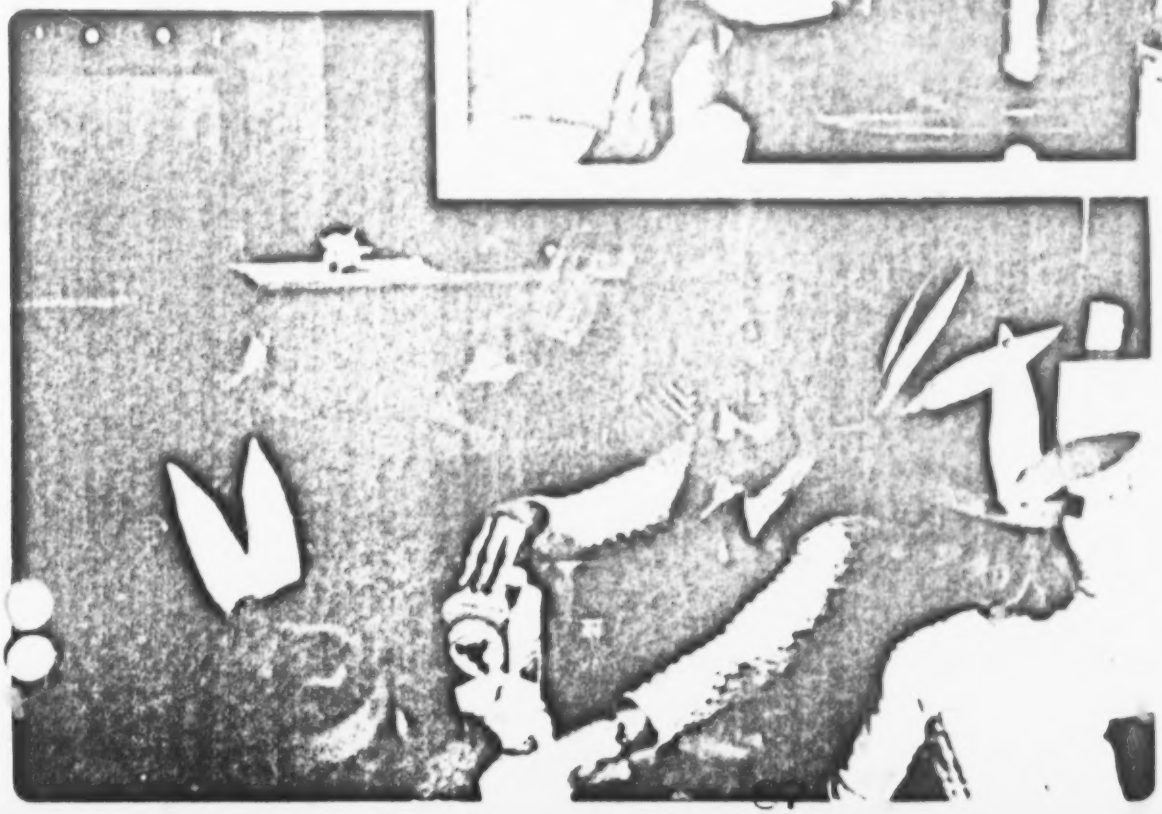
AFTER LUNCH.

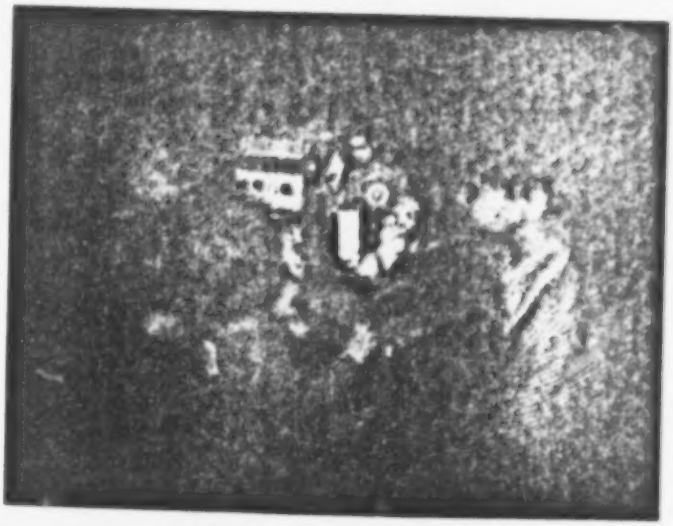
SESAME STREET, TOO!!

OKING EXPERIENCES

mall groups of children bake in the
tchen (right) and larger groups
mixing ice cream cones and
classroom (below).

ther cooking experiences
aking butter, ice cream,
ookies, popcorn, and





## State Standards

In planning a Special Events Child Development Program it is highly recommended that the state licensing standards be a serious consideration.

In most states, a one-time special events program is not required to be licensed by the state. However, to provide the kind of innovative and superior child development programs outlined in this report, state standards and even higher standards would be a part of the program.

# STANDARDS

# (CHILD WELFARE RULE NO. 3)

# FOR GROUP DAY CARE OF

# PRE-SCHOOL AND SCHOOL- AGE CHILDREN

STATE OF MINNESOTA

DEPARTMENT OF PUBLIC WELFARE

CENTENNIAL OFFICE BUILDING

ST. PAUL, MINNESOTA 55101

THE 1967 MINNESOTA STATE LEGISLATURE HAS PASSED A LAW REQUIRING THAT MEASLES IMMUNIZATION BE GIVEN TO CHILDREN PRIOR TO INITIAL ATTENDANCE IN SCHOOL

THEREFORE, ALL GROUP DAY CARE FACILITIES WILL BE EXPECTED TO REQUIRE MEASLES IMMUNIZATION AS PART OF THE CHILD'S ADMISSION HEALTH EXAMINATION.

DEPARTMENT OF PUBLIC WELFARE RULE NO. 3

STANDARDS FOR GROUP DAY CARE OF PRE-SCHOOL AND SCHOOL-AGE CHILDREN

MINNESOTA STATUTES, SECTION 257.101, ESTABLISHES THE AUTHORITY OF THE COMMISSIONER OF PUBLIC WELFARE TO ADOPT RULES AND REGULATIONS AND TO PASS ANNUALLY ON THE ADEQUACY AND SUITABILITY OF EVERY FACILITY FOR FOSTER CARE.

MINNESOTA STATUTES, SECTION 257.081, SUBDIVISION 4, DEFINES A FOSTER CARE FACILITY TO INCLUDE GROUP DAY CARE FACILITIES FOR CHILDREN.

I. DEFINITION

THE TERM GROUP DAY CARE REFERS TO ANY FACILITY THAT, FOR COMPENSATION OR OTHERWISE, REGULARLY PROVIDES CARE FOR SIX OR MORE CHILDREN FOR ALL OR PART OF A DAY.

1. SUCH GROUP DAY CARE MAY BE KNOWN AS DAY NURSERY, NURSERY SCHOOL, SPECIAL SCHOOL FOR PRE-SCHOOL CHILDREN, DAY CARE CENTER FOR SCHOOL-AGE CHILDREN, AFTER-SCHOOL PROGRAM, OR VACATION DAY CARE PROGRAM.

2. A GROUP DAY CARE CENTER AFFORDS OPPORTUNITIES FOR PHYSICAL SOCIAL EMOTIONAL, AND INTELLECTUAL GROWTH TO THE MAXIMUM OF THE CHILD'S CAPACITY.

II. LICENSING REGULATIONS

A. A LICENSE FOR A GROUP DAY CARE CENTER IS ISSUED AFTER CONSULTATION AND REVIEW OF THE TOTAL PROGRAM BY AN AUTHORIZED AGENT OF THE COMMISSIONER OF PUBLIC WELFARE.

B. THE LICENSE SHALL BE EFFECTIVE FOR ONE YEAR AFTER DATE OF ISSUE.

C. THE LICENSE MUST BE POSTED IN A PROMINENT PLACE.

D. THE LICENSE IS ISSUED FOR A PARTICULAR MANAGEMENT, LOCATION, TYPE OR SIZE OF PROGRAM, AND OVER-ALL PHYSICAL PLANT. A LICENSE IS NOT TRANSFERABLE.

E. THE TERM "SCHOOL" MAY BE USED ONLY BY A CENTER THAT HAS AT LEAST ONE TEACHER CERTIFIED BY THE MINNESOTA STATE DEPARTMENT OF EDUCATION. THERE SHOULD BE ONE CERTIFIED NURSERY SCHOOL TEACHER FOR EVERY 20 CHILDREN. TO QUALIFY AS SUCH A TEACHER OR TEACHERS MUST BE ACTIVE ON THE PREMISES DURING THE MAJOR PART OF THE DAILY PROGRAM.

F. Under no circumstances shall claims or advertisements be made about specialized or professional services unless there is staff and/or equipment available and qualified to provide such services.

G. Failure or inability to comply with the Standards shall be cause for denial of license.

H. A license may be revoked if the facility is not maintaining or making progress toward full conformity with the Standards.

I. These Standards shall apply to day care centers for retarded, physically and mentally handicapped, and other handicapped children (i.e., emotionally disturbed, delinquent)

J. The Commissioner may, at his discretion, exempt certain group care centers from licensure; e.g., when they are under the direction of an established and accredited school system.

III. Finances and Financial Status

A. The owner or sponsoring organization must have sufficient financial resources necessary to meet and continue to maintain the licensing standards.

B. A budget based on realistic needs should be established and a financial record maintained.

C. It must be understood that although the operator of a group day care center may realize some financial gain, the Standards shall not be compromised to achieve that end.

D. The operator of the nursery school should carry insurance protection, such as accident and liability or Workman's Compensation when appropriate.

IV. Staff

There shall be a sufficient staff to insure adequate operation of the facility and its program.

A. Number

1. The ratio of children to staff shall not exceed ten children to one staff person. This person should be with the children at all times and free from housekeeping or cooking responsibility.

2. A responsible person should be readily available as a substitute when a staff member cannot be in attendance.

B. QUALIFICATIONS

1. ALL STAFF MUST BE OF SOUND PHYSICAL, MENTAL, AND EMOTIONAL WELL-BEING AND OF GOOD CHARACTER AND REPUTATION. THE APPLICANT SHALL GIVE THE COMMISSIONER SUCH MEDICAL REPORTS AND OTHER INFORMATION AS THE COMMISSIONER REQUIRES FOR DETERMINING THE STAFF'S COMPETENCE AND THE SUITABILITY OF THE FACILITY.

2. THE STAFF SHALL CONSIST OF ONE OR MORE PERSONS WHO BY VIRTUE OF TRAINING AND/OR EXPERIENCE ARE QUALIFIED TO PROVIDE A SOUND AND MEANINGFUL GROUP CARE EXPERIENCE FOR CHILDREN.

3. ALL STAFF MEMBERS SHOULD POSSESS PERSONALITY CHARACTERISTICS SUITING THEM FOR WORK WITH GROUPS OF YOUNG CHILDREN.

V. ADMISSION

A. EACH FACILITY SHALL HAVE AN ADMISSION POLICY THAT INCLUDES THE FOLLOWING REQUIREMENTS.

1. CHILDREN SHALL BE OF APPROPRIATE AGE FOR THE GROUP.

a. PRE-SCHOOL (3-5 YEARS).

b. PRIMARY (6-8 YEARS).

c. INTERMEDIATE (9-11 YEARS).

2. PARENTS SHALL PRESENT A PHYSICIAN'S STATEMENT CERTIFYING THAT:

a. THE CHILD HAS PASSED A PHYSICAL EXAMINATION WITHIN THREE MONTHS PRIOR TO ADMISSION. THIS SHOULD CONTAIN AN EVALUATIVE STATEMENT ABOUT THE CHILD'S SPECIAL MEDICAL NEEDS OR PROBLEMS.

b. THE CHILD HAS CURRENT IMMUNIZATION AGAINST SMALLPOX, DIPTHERIA, WHOOPING COUGH, TETANUS, AND POLIO.

3. THE CHILD IS SOCIALLY AND EMOTIONALLY READY AS DETERMINED BY THE PERSON IN CHARGE OF THE FACILITY AFTER AN INDIVIDUAL INTERVIEW WITH THE PARENTS AND THE CHILD.

4. SPECIAL PERMISSION FROM THE DAY CARE SECTION OF THE STATE DEPARTMENT OF PUBLIC WELFARE MUST BE OBTAINED FOR CHILDREN WHO DO NOT MEET AGE REQUIREMENTS.

B. THERE SHALL BE NO DISCRIMINATION BECAUSE OF RACE, RELIGION, CREED, OR ORIGIN.

C. THERE SHALL BE CONSULTATION WITH PARENTS.

1. ANY SPECIAL PROBLEM OF A CHILD SHOULD BE BROUGHT TO THE ATTENTION OF HIS PARENTS AND INFORMATION ABOUT COMMUNITY SERVICES SHOULD BE MADE AVAILABLE.

2. THERE SHOULD BE PERIODIC CONFERENCES WITH PARENTS ABOUT THE CHILD'S ADJUSTMENT AND PROGRESS.

VI. PHYSICAL PLANT

A. BUILDING

1. THE BUILDING MUST MEET LOCAL LEGAL REQUIREMENTS FOR ZONING, HOUSING, SANITATION, FIRE PROTECTION, WATER SUPPLY, AND SEWAGE DISPOSAL. WHERE THERE ARE NO SUCH LOCAL REGULATIONS, THE RECOMMENDATION OF THE STATE BOARD OF HEALTH AND THE STATE FIRE MARSHAL SHALL BE MET.

2. ONLY GROUND OR FIRST FLOORS THAT HAVE AT LEAST TWO EXITS TO THE GROUND LEVEL SHALL BE USED FOR THE CHILDREN, WITH THE FOLLOWING EXCEPTIONS:

a. UPPER FLOORS MAY BE USED IF THEY HAVE MORE THAN ONE APPROVED EXIT, SAFETY RAILS ON THE STAIRWAYS, AND GUARDS ACROSS THE WINDOWS AND AT THE TOP OF THE STAIRWAYS.

b. BASEMENTS (50% BELOW GROUND) MAY BE USED AS ACCESSORY SPACE AND MUST BE ADEQUATELY VENTILATED, WARM, AND FREE FROM DAMPNESS AND MUST HAVE AT LEAST TWO FUNCTIONING EXITS.

3. SPACE DESIGNATED FOR USE BY THE CHILDREN SHALL:

a. BE AVAILABLE FOR THE CHILDREN ONLY WHEN THE PROGRAM IS IN OPERATION.

b. INCLUDE FURNISHINGS AND EQUIPMENT PRIMARILY FOR THEIR USE.

4. ALL STAIRWAYS AND CORRIDORS MUST BE KEPT CLEAR AND FREE FROM OBSTRUCTIONS AT ALL TIMES.

5. ALL OUTSIDE DOORS SHALL SWING OUTWARD.

6. INDOOR SPACE -- THERE MUST BE A MINIMUM OF 35 SQUARE FEET OF USABLE FLOOR SPACE PER CHILD, EXCLUSIVE OF HALLWAYS, BATHROOMS, LOCKERS, KITCHENS, AND FLOOR SPACE OCCUPIED BY SANITARY EQUIPMENT.

7. WASHROOM AND TOILET FACILITIES MUST CONFORM TO THE FOLLOWING:

A. THERE SHALL BE AT LEAST ONE TOILET AND ONE WASHBOWL PROVIDED FOR EACH 15 CHILDREN AND ONE ADDITIONAL TOILET AND WASHBOWL FOR EACH ADDITIONAL 15 CHILDREN OR FRACTION THEREOF.

B. TOILETS AND WASHBOWL SHALL BE CHILD-SIZE, OR STURDY PLATFORMS OF SUITABLE HEIGHT SHALL BE PROVIDED

C. WASHING AND TOILET FACILITIES MUST BE ON THE SAME FLOOR AS THE PLAYROOMS AND ADJACENT, IF POSSIBLE.

D. TOILET FACILITIES MUST BE WELL VENTILATED.

8. ISOLATION FACILITIES

THERE MUST BE A PROTECTED SPACE EQUIPPED WITH A COT, SHEETS, AND BLANKET SET ASIDE FOR ISOLATION IN CASE OF ILLNESS.

9. HEATING AND VENTILATION REQUIREMENTS ARE AS FOLLOWS:

A. THERE SHALL BE EITHER A VENTILATING SYSTEM OR OUTSIDE WINDOWS PROPERLY SCREENED.

B. A MINIMUM ROOM TEMPERATURE OF 68° SHALL BE MAINTAINED AS MEASURED AT 24" ABOVE FLOOR LEVEL.

10. LIGHTING SHALL BE ADEQUATE IN ALL ROOMS USED BY THE CHILDREN.

B. OUTDOOR FACILITIES

1. OUTDOOR PLAY AREA MUST BE PROVIDED AS FOLLOWS:

A. AT LEAST 75 SQUARE FEET OF USEABLE PLAY SPACE PER CHILD.

B. GRADED FOR PROPER DRAINAGE

C. SAFELY ENCLOSED TO PREVENT CHILDREN FROM LEAVING THE PREMISES UNSUPERVISED.

D. FREE FROM UNPROTECTED HAZARDS.

E. AN AREA OF SMOOTH, HARD SURFACE, AND SOME LAWN AREA OR SURFACE FREE FROM HARSH ABRASIVES.

F. SOME SHADED AREA.

2. THE AREA SHALL BE SUCH THAT THE CHILDREN CAN BE UNDER SUPERVISION AT ALL TIMES.

VII. EQUIPMENT AND PLAY MATERIALS

ALL EQUIPMENT AND FURNITURE MUST BE DESIGNED FOR THE AGE GROUP, AND BE SUBSTANTIAL, EASY TO CLEAN, AND FREE FROM SHARP POINTS OR CORNERS, SPLINTERS, AND PAINTS THAT CONTAIN LEAD.

A. Furniture must be provided as follows:

1. Tables and chairs provided for the children's use must be child-size and conducive to good posture.

2. There shall be low, open shelves for play materials and books that should be within easy reach of the children.

3. Individual space must be provided for each child's outer clothing.

4. Furniture and equipment must be arranged to keep exits clear of obstacles and permit freedom of movement.

5. A cot must be provided for each pre-school child in an all-day program.

6. There must be a telephone in the facility.

7. There must be a first-aid kit and chart or handbook of first-aid instructions.

B. Play equipment must be provided as follows:

1. To encourage large muscle activity (e.g., climbing apparatus and large blocks).

2. To encourage quiet activity (e.g., puzzles and other manipulative toys).

3. To encourage dramatic play (e.g., housekeeping units and dress-up clothes).

## VIII. Program

Every group day care facility shall have a balanced schedule of daily activities based on developmental needs of children. The program shall be posted for parents and visitors to see. The program shall be flexible and shall include the following:

A. Social Activities

1. Free play.

2. Quiet activities.

3. Group activities.

4. Outdoor play. There must be at least one hour of outdoor play in suitable weather for children who spend most of the day at the center and one-half for children who attend half-day sessions.

B. Routine Activities

1. Health inspection (see Health and Sanitation, Section IX, Part A).

2. Rest period (see Health and Sanitation, Section IX, Part D).

3. A flexible plan for toileting.

4. Mealtime.

a. A snack of nutritive value should be served in the mid-morning and/or afternoon.

b. Meals -- if the children remain in the group longer than four consecutive hours, a well-balanced meal must be provided. (Menus can be obtained from a standard diet manual or government publications on nutrition. If children bring lunches, supplements may be needed.

IX. Health and Sanitation Requirements

A. Children

1. Parents should be advised to keep children home if they have any signs of illness.

2. A daily health inspection must be given to each child upon arrival and before he associates with the other children.

3. Any child showing symptoms of illness at the time of inspection should not be admitted or at any other time of the day must be immediately isolated under an adult's supervision until he can be sent home.

4. Staff members must not give any oral medications to the children without having a written order from a physician on file in the day care center. The need for medication should be reviewed with the parent periodically, depending upon the individual child.

5. There must be provision for immediate medical attention in the event of illness or accident. One of the following arrangements must be made:

a. The child's own physician may be called.

b. The adult in charge of the nursery group must maintain a designated physician on call to care for children when the need arises.

6. When a positive diagnosis of a communicable disease is made, the families of the exposed children must be notified.

B. STAFF

1. EACH EMPLOYEE MUST BE IN GOOD PHYSICAL AND MENTAL HEALTH, AND AS EVIDENCE OF THIS A REPORT OF A RECENT MEDICAL EXAMINATION BY A LICENSED PHYSICIAN MUST BE SUBMITTED AT THE TIME OF EMPLOYMENT AND ANNUALLY THEREAFTER. THIS REPORT MUST INCLUDE FINDINGS OF A CHEST X-RAY, VACCINATION FOR SMALLPOX WITHIN THE LAST FIVE YEARS, AND CURRENT POLIO AND DIPHTHERIA IMMUNIZATIONS.

2. STAFF MEMBERS MUST NOT BE ON THE JOB WHEN THEY ARE ILL.

3. IF THE NURSERY GROUP IS TO BE IN A PRIVATE HOME, THERE MUST BE INFORMATION ABOUT THE CHARACTER AND HEALTH OF ALL MEMBERS OF THE HOUSEHOLD.

C. FACILITIES AND EQUIPMENT

1. SANITARY DRINKING WATER MUST BE PROVIDED FROM A DRINKING FOUNTAIN OF THE ANGLE-JET TYPE OR DISPOSABLE INDIVIDUAL CUPS.

2. DISHES USED BY CHILDREN MUST HAVE SMOOTH, HARD-GLAZED SURFACE AND BE FREE FROM NICKS AND CRACKS, OR DISPOSABLE SINGLE SERVICE IS ACCEPTABLE.

3. IF HANDWASHED, DISHES AND UTENSILS USED IN THE DAY CARE CENTER MUST BE WASHED IN 130° F. WATER AND DETERGENT, RINSED FOR TWO MINUTES IN 180° F. WATER, AND AIR-DRIED. MECHANICAL DISWASHERS MUST BE SET FOR 170°F.

4. DISHES AND UTENSILS MUST BE KEPT IN SANITARY CONDITIONS.

5. FOOD MUST BE PROPERLY STORED WITH REFRIGERATION PROVIDED FOR PERISHABLE FOOD AT 40° F. OR LESS.

6. A FIRST-AID KIT AND DIRECTIONS FOR ITS USE MUST BE AVAILABLE.

7. ALL PLAY EQUIPMENT MUST BE KEPT CLEAN.

8. FLOORS MUST BE KEPT CLEAN AT ALL TIMES, MUST NOT HAVE SPLINTERS, CRACKS, OR BROKEN LINOLEUM, AND MUST NOT BE SLIPPERY. NO LOOSE RUGS SHALL BE USED.

9. PAPER TOWELS AND SOAP MUST BE PROVIDED FOR THE CHILDREN'S USE.

D. PRECAUTIONARY MEASURES FOR THE PHYSICAL AND EMOTIONAL WELL-BEING OF THE CHILDREN.

1. REST PERIODS

a. IF REST PERIODS ARE INCLUDED IN A HALF-DAY PROGRAM, THEY SHOULD NOT EXCEED 15 MINUTES. EACH CHILD WHO RESTS MUST HAVE HIS OWN MAT.

b. A PRE-SCHOOL CHILD REMAINING IN THE DAY CARE CENTER FOR MORE THAN FIVE CONSECUTIVE HOURS REQUIRES A ONE-HOUR NAP ON A COT.

c. REST PERIODS SHOULD BE SUPERVISED.

d. SHEETS, PILLOWS, AND BLANKETS MUST NOT BE INTERCHANGED AND MUST BE KEPT CLEAN AT ALL TIMES.

e. BEDS USED BY MEMBERS OF THE HOUSEHOLD MUST NOT BE USED BY THE CHILDREN.

2. PRE-SCHOOL CHILDREN MUST BE MONITORED IN WASHING THEIR HANDS.

3. TABLES MUST BE WASHED PRIOR TO SERVING FOOD.

4. FOOD FROM HOME SHOULD BE LIMITED TO FACTORY PACKAGED ITEMS IN THEIR ORIGINAL PACKAGES.

5. A CHILD MUST NOT BE SEPARATED FROM THE GROUP FOR DISCIPLINARY MEASURES LONGER THAN 10 - 15 MINUTES. IF A CHILD IS ISOLATED FOR SUCH A PURPOSE, THE ROOM USED MUST BE WELL-VENTILATED AND UNDER SUPERVISION OF AN ADULT.

6. UNDER NO CONDITIONS IS CORPORAL PUNISHMENT TO BE ADMINISTERED TO CHILDREN.

7. THERE SHALL BE PLANNED PROCEDURES FOR EVACUATION OF CHILDREN IN CASE OF EMERGENCY. ALL CHILDREN SHALL PARTICIPATE IN FIRE DRILLS. STAFF MEMBERS SHOULD ALSO BE AWARE OF CIVIL DEFENSE PROCEDURES IN THE LOCAL COMMUNITY.

E. PROTECTIVE MEASURES

1. FIREPLACES, OPEN-FENCED HEATERS, RADIATORS, AND ELECTRICAL OUTLETS MUST BE PROTECTED BY SCREENS OR GUARDS. GAS HEATERS MUST BE VENTED AND INSTALLED WITH PERMANENT CONNECTIONS AND PROTECTORS.

2. DANGEROUS ITEMS, SUCH AS DRUGS, AND FIREARMS, THAT ARE LOCATED ANYWHERE ON THE PREMISES, MUST BE INACCESSIBLE TO CHILDREN.

3. MATERIALS HARMFUL TO CHILDREN, SUCH AS CLEANING MATERIALS AND MATCHES, SHALL BE KEPT OUT OF CHILDREN'S REACH.

4. THE BUILDING IN WHICH THE NURSERY GROUP IS HOUSED MUST HAVE THE NUMBER OF FIRE EXTINGUISHERS DETERMINED BY THE STATE FIRE MARSHAL. EXTINGUISHERS MUST BE IN WORKING ORDER AND RECHARGED ANNUALLY. EACH STAFF MEMBER MUST BE THOROUGHLY ACQUAINTED WITH THE PROCEDURE FOR OPERATING THE EXTINGUISHERS.

5. CHILDREN MUST BE MONITORED IN USE OF STAIRS.

X. Records and Reports

All records must be kept up-to-date and made available to the Department of Public Welfare upon request.

A. Children's Records

1. Current identifying information shall be maintained on each child including the date of entrance and discharge.

2. There must be adequate information on the child's parents, physician, and another person known to the child to be reached in case of emergency.

3. Daily attendance records for all children must be kept.

4. A health report containing an examination by a physician must be a part of the records. This annual examination shall include statements of up-to-date immunizations and tuberculin test.

B. Staff records

1. Current information shall be maintained on each employee.

2. There shall be an annual physical examination including a chest x-ray.

XI. Transportation

If transportation is provided by the facility, the following practices must be adhered to:

A. Adequate insurance must be provided for all passengers.

B. The driver must be at least 18 years of age.

C. The driver shall have a school bus driver's license.

D. The conveyance must conform with the Standards established by the Minnesota Motor Vehicle Department governing the transportation of children.

E. A conveyance used to transport the children must have a seat for each child. Safety belts should be used for all children.

F. There must be at least one adult in addition to the driver in any vehicle.

G. In delivering a child to his home, the driver must wait until the child enters the home.

H. The duration of the ride between a facility and any child's home must not be longer than one hour.

1. A CONVEYANCE USED BY THE FACILITY TO TRANSPORT CHILDREN TO AND FROM ITS PREMISES MUST HAVE A SCHOOL BUS SIGN.

## XII. ADDITIONAL STANDARDS FOR GROUP DAY CARE OF PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN

THE FOLLOWING ADDITIONAL STANDARDS SHALL APPLY TO DAY CARE OR DAYTIME ACTIVITY CENTERS FOR THE RETARDED AND PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN.

### A. STAFF

A REQUIREMENT FOR A HIGHER RATIO OF STAFF TO CHILDREN SHALL APPLY TO DAY CARE CENTERS PROVIDING PROGRAMS OF CARE AND TRAINING TO RETARDED AND OTHER MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN.

THERE SHALL ALSO BE ADDITIONAL REQUIREMENTS FOR QUALIFICATION OF STAFF.

#### 1. NUMBER

THE RATIO OF CHILDREN TO STAFF SHALL NOT EXCEED:

a. SEVEN CHILDREN TO ONE ADULT FOR CHILDREN BETWEEN THE AGES OF 3 AND 8. IF TWO OR MORE CHILDREN ARE IN WHEEL CHAIRS, ON STICKS OR CRUTCHES, OR HAVE TO BE CARRIED, THERE SHALL BE AN ADDITIONAL AIDE. IF THE ENTIRE GROUP IS SO HANDICAPPED, THERE SHALL BE A PRINCIPAL STAFF PERSON AND TWO AIDES.

b. NINE CHILDREN TO ONE ADULT FOR CHILDREN BETWEEN THE AGES OF 8 AND 16. AN ADDITIONAL ADULT AIDE SHALL BE REQUIRED FOR EACH FOUR CHILDREN HANDICAPPED AS ABOVE DESCRIBED.

c. TEN PARTICIPANTS TO ONE ADULT FOR PERSONS OVER AGE 16.

#### 2. QUALIFICATIONS

IN ADDITION TO THE QUALIFICATIONS INDICATED UNDER ITEM IV, B, THE FOLLOWING REQUIREMENTS SHALL APPLY:

a. DIRECTOR--WITH B. A. DEGREE

GRADUATION WITH A B. A. DEGREE FROM A FOUR-YEAR COLLEGE SEQUENCE IN WHICH THE MAJOR EMPHASIS WAS IN EARLY CHILDHOOD EDUCATION, SPECIAL EDUCATION, SOCIAL WORK, PSYCHOLOGY, NURSING OR REHABILITATION.

DIRECTORS OF CENTERS WHO ARE ALREADY EMPLOYED UPON THE EFFECTIVE DATE OF THESE STANDARDS AND WHO DO NOT MEET THIS REQUIREMENT SHALL BE ELIGIBLE FOR CONTINUED EMPLOYMENT IN THIS CAPACITY PROVIDING THAT THEY CONFORM TO THE OTHER REQUIREMENTS FOR THIS POSIT ON.

WITHIN A TWO-YEAR PERIOD FOLLOWING APPOINTMENT, THE DIRECTOR MUST HAVE TAKEN AT LEAST ONE COURSE OF TWO CREDITS OR MORE FROM A RECOGNIZED COLLEGE OR UNIVERSITY, THE SUBJECT OF WHICH COURSE SHALL HAVE BEEN IN THE FIELD OF THE CARE, TRAINING, SUPERVISION, EDUCATION, OR REHABILITATION OF THE HANDICAPPED CHILDREN FOR WHOM HE HAS RESPONSIBILITY IN THEIR WORK.

OTHER COURSES OR CREDIT FOR TRAINING INSTITUTES OR WORKSHOPS MAY BE SUBSTITUTED FOR THE ABOVE REQUIREMENT UPON APPROVAL OF THE MINNESOTA DEPARTMENT OF PUBLIC WELFARE.

B. STAFF AIDES OR ASSISTANTS

AIDES OR ASSISTANTS IN A DAY CARE CENTER FOR RETARDED MUST HAVE HAD PREVIOUS EXPERIENCE AND/OR EDUCATION IN THE CARE, TRAINING, OR REHABILITATION OF HANDICAPPED CHILDREN OR ADULTS, PREFERABLY IN A RECOGNIZED EDUCATION, FOSTER CARE, OR RESIDENTIAL SITUATION.

PERSONS IN THE STAFF CATEGORY SHALL TAKE SUCH COURSES OR PARTICIPATE IN SUCH TRAINING AS IS MADE AVAILABLE TO THEM.

**B. ADMISSION**

1. REQUIREMENTS FOR ADMISSION OF HANDICAPPED CHILDREN DIFFER FROM THOSE EXPRESSED UNDER ITEM V, A, OF THE REGULAR STANDARDS, AND THE FOLLOWING SHALL APPLY:

   A. CHILDREN SHALL BE OF THE APPROPRIATE AGE AND ABILITY LEVEL FOR THE GROUP.

      1) PRE-SCHOOL (EDUCABLE -- 3 TO 7 YEARS).
      2) PRE-SCHOOL (TRAINABLE -- 4 TO 8 YEARS).
      3. SCHOOL-AGE (NOT TRAINABLE OR EDUCABLE -- 8 TO 12 YEARS AND 12 TO 16 YEARS).
      4. SPECIAL PERMISSION MUST BE OBTAINED FROM THE DAY CARE SECTION OF THE STATE DEPARTMENT OF PUBLIC WELFARE FOR ENROLLMENT OF EDUCABLE OR TRAINABLE RETARDED WHO DO NOT FALL WITHIN THE AGE LIMITS DESIGNATED.

   B. A PHYSICIAN'S STATEMENT FOR A HANDICAPPED CHILD MUST INDICATE THE PARTICULAR NATURE OF THE CHILD'S HANDICAP AND ANY ADJUSTMENT, BEHAVIOR, OR HEALTH PROBLEMS AFFECTING HIS USE OF THE DAY CARE CENTER.

   C. PSYCHOLOGICAL EVALUATION MADE IN THE SIX-MONTHS PERIOD PRIOR TO ADMISSION MUST BE MADE AVAILABLE TO THE CENTER.

ADDENDUM

to

STANDARDS

(DEPARTMENT OF PUBLIC WELFARE RULE NO. 3)

FOR GROUP DAY CARE OF PRE-SCHOOL AND SCHOOL-AGE CHILDREN

ADDITIONAL STANDARDS

FOR GROUP DAY CARE OF INFANTS AND TODDLERS

STATE OF MINNESOTA

DEPARTMENT OF PUBLIC WELFARE

CENTENNIAL BUILDING

ST. PAUL, MINNESOTA 55155

DPW 3 Standards for Group Day Care of Pre-School and School-Age Children

XIII. Additional Standards for Group Day Care of Infants and Toddlers

The following additional standards shall apply to group day care for children between the ages of six weeks and three years.

A. Staff

1. The ratio of children to staff shall not exceed:

(a) One staff person to four infants or toddlers (six weeks to two years)

(b) One staff person to five toddlers (two years to three years)

B. Admissions

1. The following additional information must be obtained prior to enrollment of child and must be kept on file.

(a) Information for each child from the parent about eating, sleeping, toileting, communication, and comforting habits.

(b) A physician's statement on the health of the child and his special health needs, made not more than four weeks prior to the child's admission.

(c) Evidence of up-to-date immunizations and a plan to keep them current.

(d) Evidence of a tuberculin skin test for each child six months old or older, unless there is a physician's statement that a tuberculin skin test is not advised for a particular child. If a tuberculin skin test is positive, evidence of adequate follow-up must be presented.

C. Physical Plant

1. Washroom and toilet facilities must conform to the following:

(a) There shall be at least one toilet and one washbowl provided for every ten children.

(b) Potty chairs, in addition to the required number of toilets, must be provided when appropriate.

(c) Washing and toilet facilities must be on the same floor as other areas used by the children.

2. Indoor Space

(a) At least two feet of floor space shall be allowed between cribs on three sides.

(b) Cribs may be stacked provided that the bottom crib mattress shall not be resting on the floor and the top crib mattress shall not be over five feet from the floor. There shall be ample headroom in each crib for sitting.

(c) Rooms used by children sleeping in cribs shall be separate from playrooms or classrooms.

D. Equipment and Supplies

1. Each child in the center during normal nap times shall be provided with either a crib or a low cot. Cribs shall be provided for those children who are not yet able to pull up. Low cots shall be provided for those children who are able to pull up.

2. Crib toys must be provided for children in cribs.

3. Clean diapers shall be provided for those children who normally wear diapers. Diapers shall either be brought daily by parents or be disposable.

4. A clean change of clothing, supplied by parents, shall be maintained at the center for each child.

5. Disposable baby bottles shall be provided when appropriate.

E. Program

1. Feeding time must meet individualized needs of each child.

2. There must be a flexible plan for toileting and diapering.

3. Toilet training shall be undertaken when appropriate according to the child's age or stage of development and must be in cooperation with the parent's plans.

4. Each non-walking child shall have opportunity during each day for freedom of movement, such as creeping and crawling, in a safe, clean, open, uncluttered area.

5. Each child shall have individual personal contact and attention from an adult, such as being held, rocked, taken on walks inside and outside the center, talked to, and sung to.

6. Each child shall be closely supervised.

F. Health and Nutrition

1. Health Practices

(a) Soiled diapers shall be placed in a plastic bag or plastic-lined, covered container that must be emptied, cleaned, and disinfected daily.

(b) Staff members shall wash hands before and after diapering and before handling food. Children's hands shall be washed before meals and after toileting.

(c) Crib linens shall be changed at least twice a week, always after soiling or wetting, and whenever there is a change in occupancy.

(d) Wet or soiled clothing shall be changed promptly.

2. Nutrition

(a) Infants shall be fed on their individual schedule and held for bottle feedings.

(b) For those infants on formulas, each infant's formula shall be purchased ready-to-feed in disposable bottles. Bottles shall be discarded after one use.

(c) Children on cow's milk by bottle shall be fed from disposable bottles filled just before feeding and discarded after one use.

G. Evaluation and Contact with Parents

1. An individual record shall be kept for each child that shall include a monthly observation and evaluation by the center staff of the child's physical, emotional, and developmental status.

2. The record shall also show that a monthly parent-teacher conference has been held about the child's physical, emotional, and developmental status.

Dated at St. Paul, Minnesota, this 14th day of December, 1971.

MORRIS HURSH
Commissioner of Public Welfare

Notice of Public Hearing - September 3, 1971

Public Hearing - October 8, 1971

Approved as to form and legality
this 14th day of December, 1971.

Warren Spannaus, Attorney General
BY: Steve Fuller
Special Assistant Attorney General

Filed Secretary of State December 14, 1971 - 3:00 p.m.

Arlen I. Erdahl
Secretary of State

L.A.C.S.W. CHILDREN'S MINI-CONFRENCE

What's Going On In Child Care?
Sheraton Ritz Hotel June 16th & 17th

The following schedules are very flexible and will be carried out as the children (ages 3-9) desire:

FRIDAY
June 16th

9:00 Children Arrive.
9:00 - 10:00 Free choice of the following toys, activities & interest areas:
Wood-working bench activity
blocks
puzzles — cars & trucks
printing set — Play Dough
games, books — family house corner
Tinker Toys — Art corner
Lincoln Logs — Music corner
10:00 - 10:15 Snack (milk, assorted juices and cookies)
10:15 - 11:45 Touch, See (Create #1) Animal Banners
11:45 - 12:00 Preparation for lunch
12:00 - 12:30 Lunch (menu posted)
12:30 - 1:00 Free play for elementary age
Nap for pre-schoolers (2:00)
1:00 - 2:00 Cooking experience for those not resting - Cupcakes baked in ice cream cones.
2:00 - 3:30 Touch, See (Create #2) Puppets
Library trip for pre-schoolers
3:30 - 3:45 Snack
3:45 - 5:00 Free choice of above toys
Developmental Games*
5:00 - 5:15 Preparation for supper
5:15 Supper
6:00 Children leave

SATURDAY
June 17th

9:00 Children Arrive
9:00 - 10:00 Snack
10:15 - 11:45 Touch, See (Create #3) Houses
11:45 - 12:00 Preparation for Lunch
12:00 - 12:30 Lunch
12:30 - 2:00 Free choice of activity, elementary age
Pre-schoolers nap
2:00 - 3:30 Touch, See (Create #4) Fantasy Land
3:30 - 4:00 Free play & snack
4:00 - 5:00 Touch, See (Create #5) Photo Gallery
5:00 - 5:15 Preparation for Supper
5:15 Supper
6:00 Children leave

STAFF FOR SPECIAL EVENTS

Donna Goff - Provider of services
Director of Building Block Nursery
School and Day Care Centers
John Lukas
Joanne Smith
Steve Goff
Nancy Lande
Doris Horton
Bunnie Ballinger
Lynn Taylor

CHILD CARE COMMITTEE VOLUNTEERS

Diane Fass (Chairone)
Jan Hively
Elenora Airviness
Pat Radke
Rosemary Luedke
Jayne Pream
Helen Ginsberg
Mimi Sands
Ann Elwood